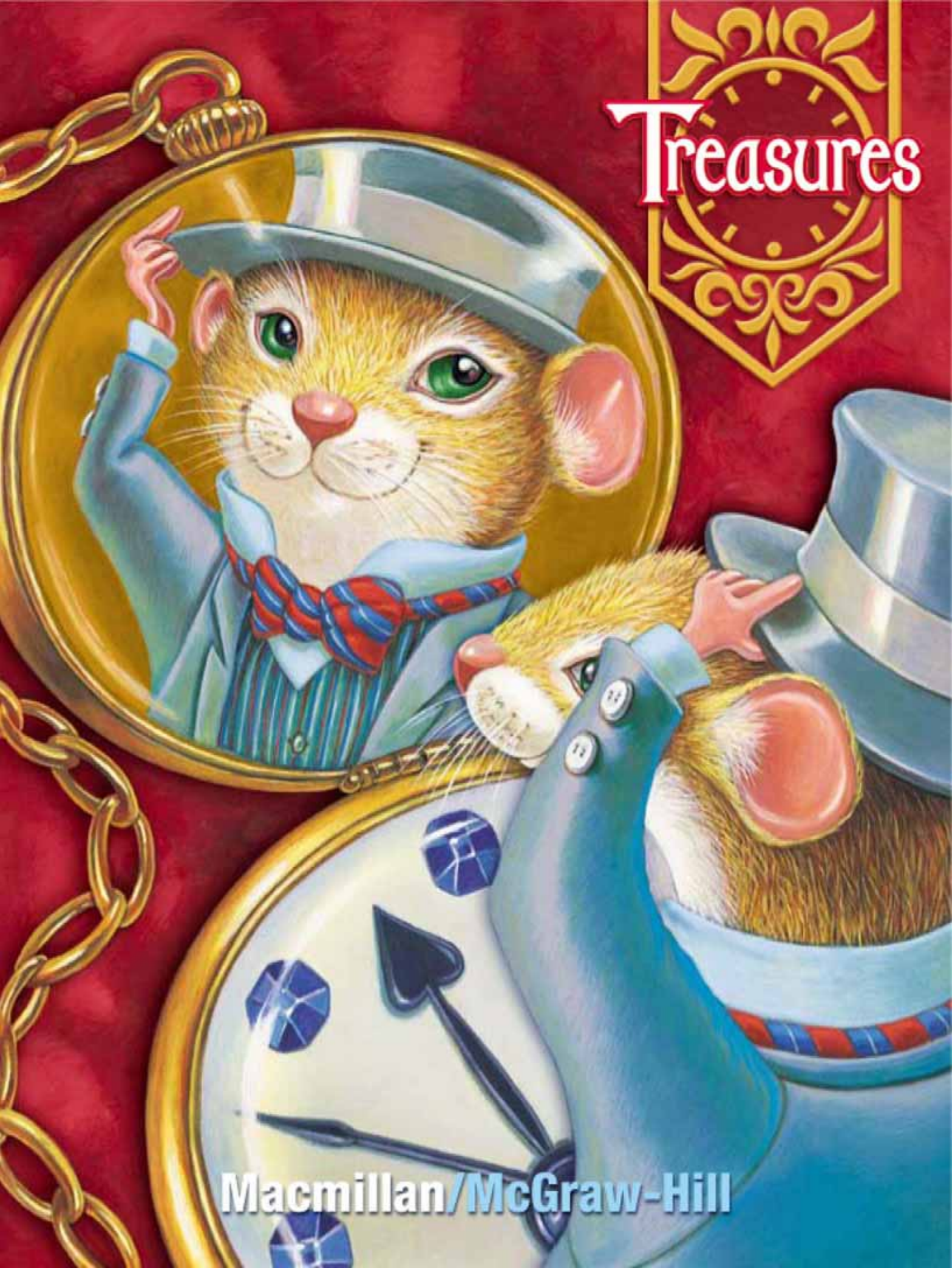


VISIT...

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Caliente.COM

Treasures



Macmillan/McGraw-Hill



A Reading/Language Arts Program



**Mc
Graw
Hill**

**Macmillan
McGraw-Hill**

Contributors

Time Magazine, Accelerated Reader



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A

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Treasures

A Reading/Language Arts Program

Program Authors

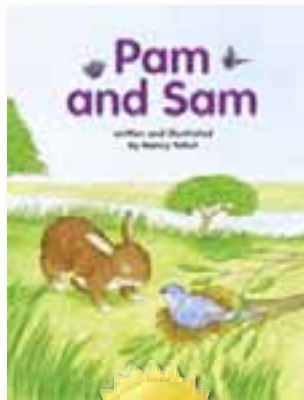
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Scott G. Paris
Timothy Shanahan
Josefina V. Tinajero



**Macmillan
McGraw-Hill**

Unit 1

All About Us



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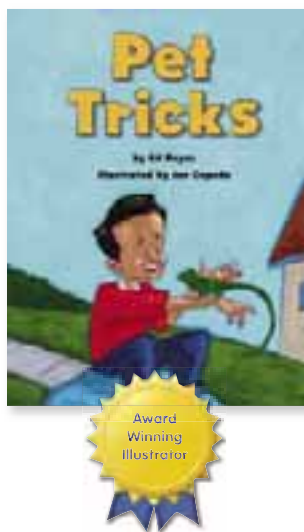
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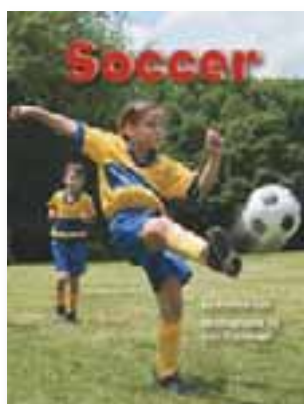
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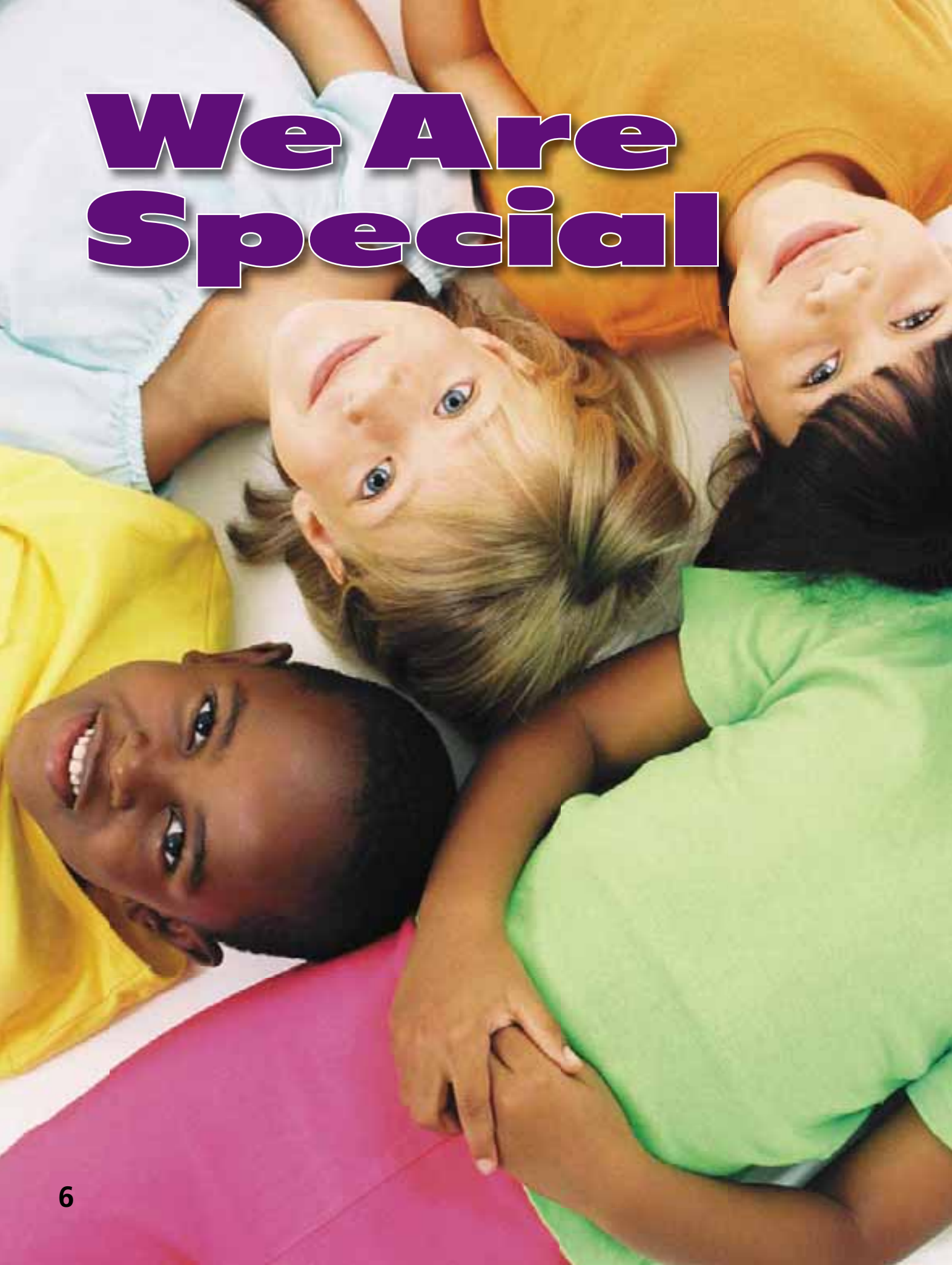


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We Are Special





Talk About It

What do you like to do? What makes you special?



Find out more about being yourself at
www.macmillanmh.com

Words to Know

jump
up
down
not

Pat
an



Read to Find Out

Will Pat jump?



Can Pat Jump?



by Ann Carr
illustrated by
Bernard Adnet





Jump up.



Jump **down.**



Pat can **not** jump.



Look! Pat can jump!

Comprehension

Genre

A **Fantasy** is a made-up story that could not really happen.



Story Structure

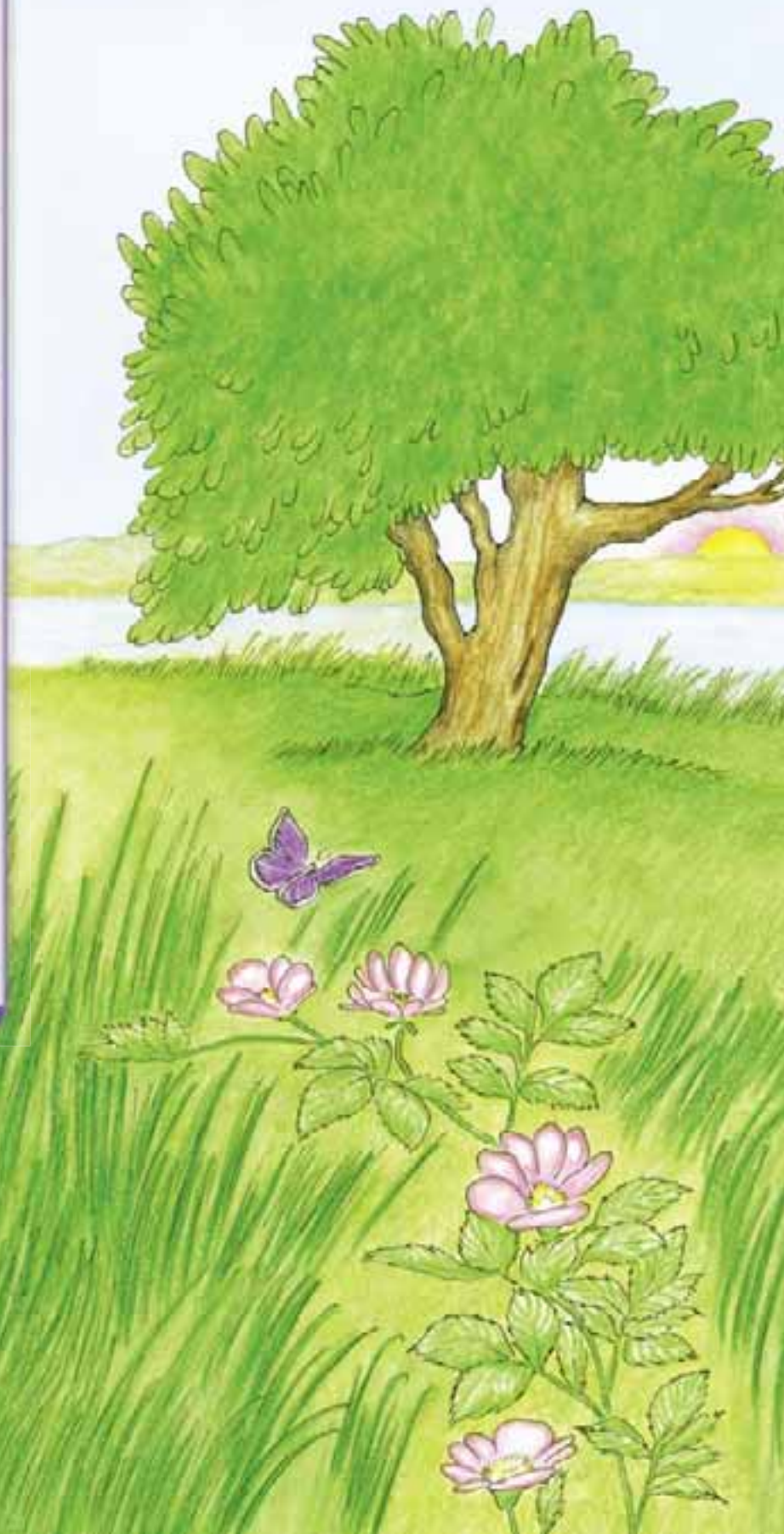
Character

As you read, use your **Character Chart**.

Pam Can	Sam Can

Read to Find Out

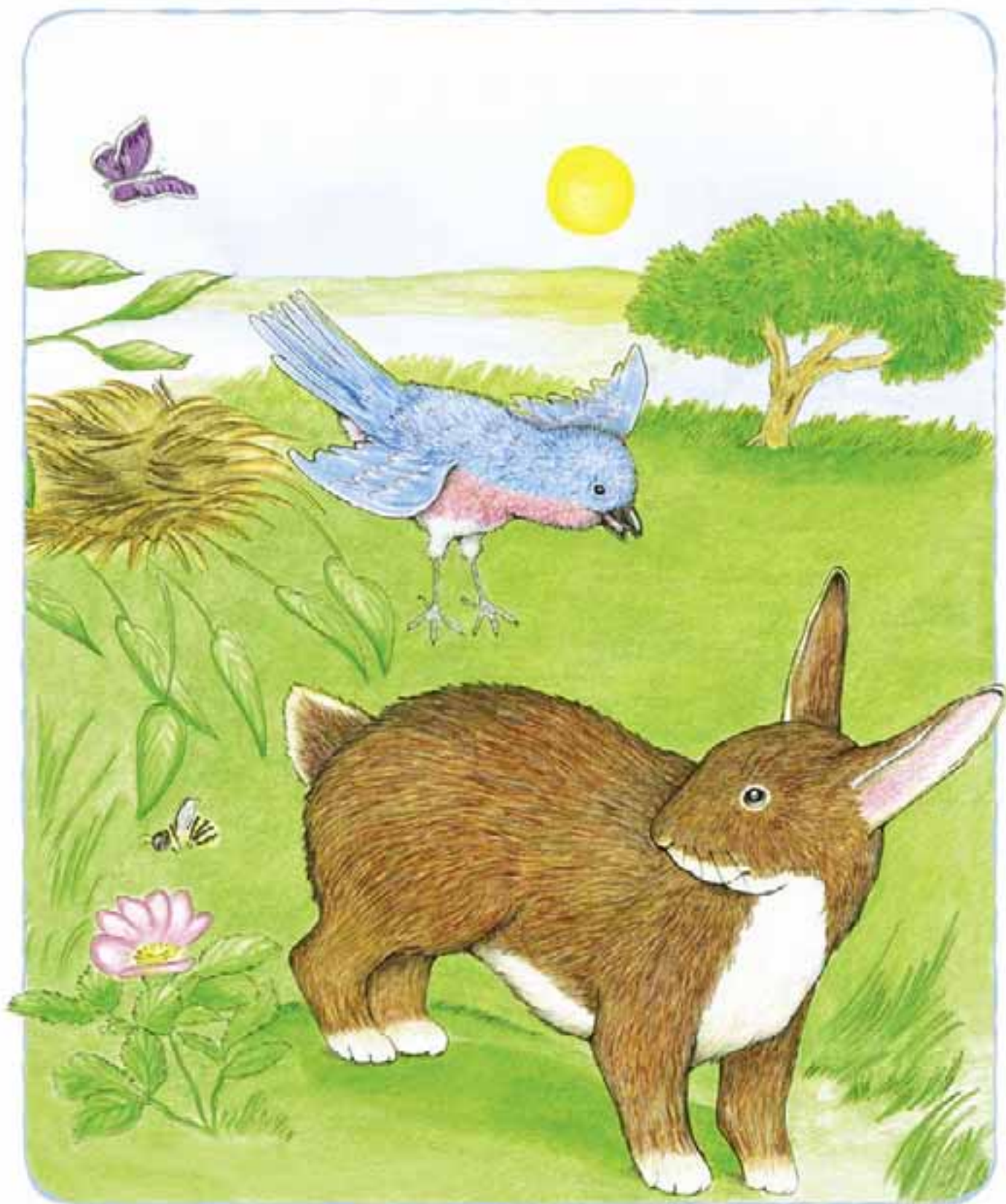
What makes Pam and Sam special?



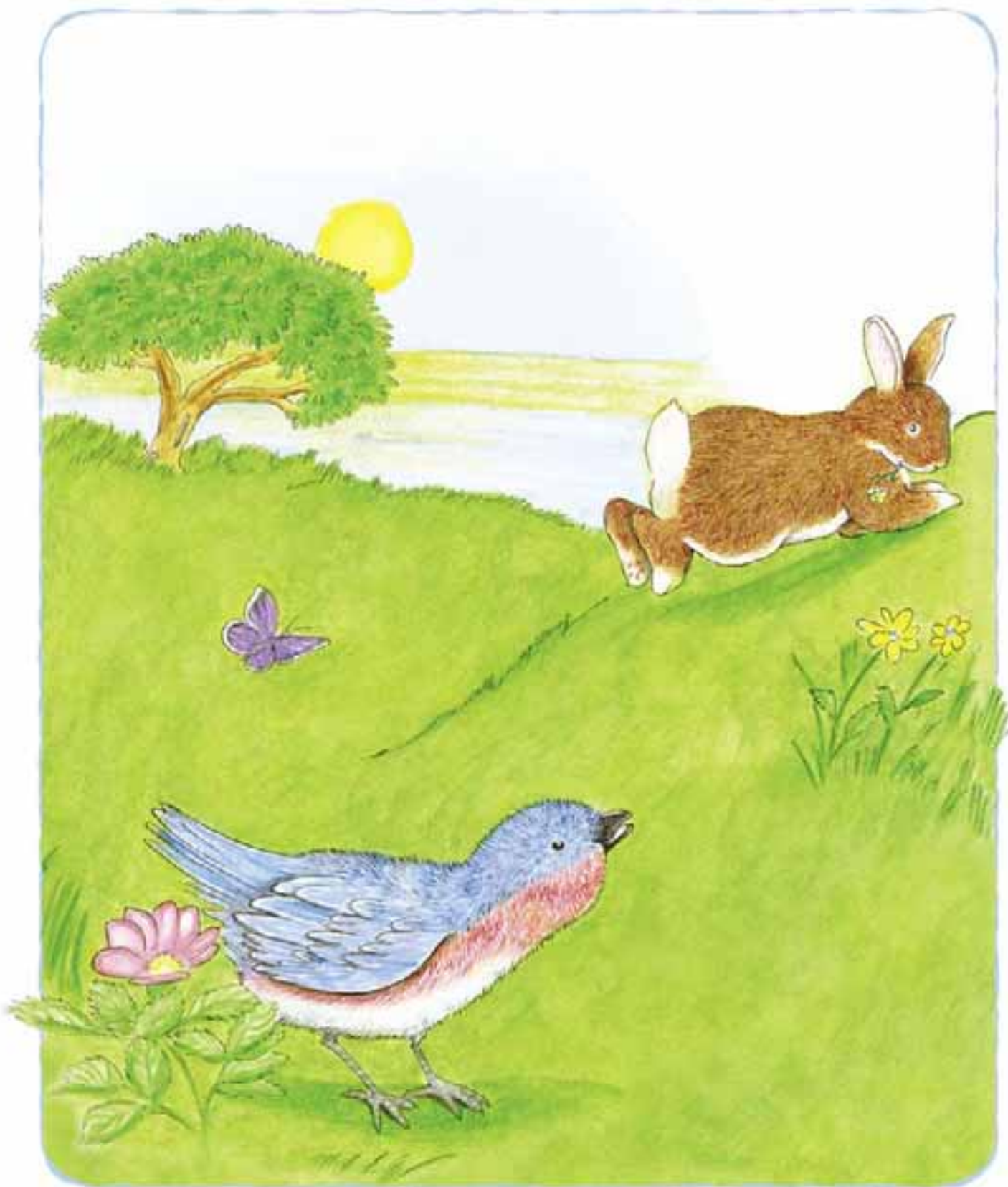
Pam and Sam

written and illustrated
by Nancy Tafuri

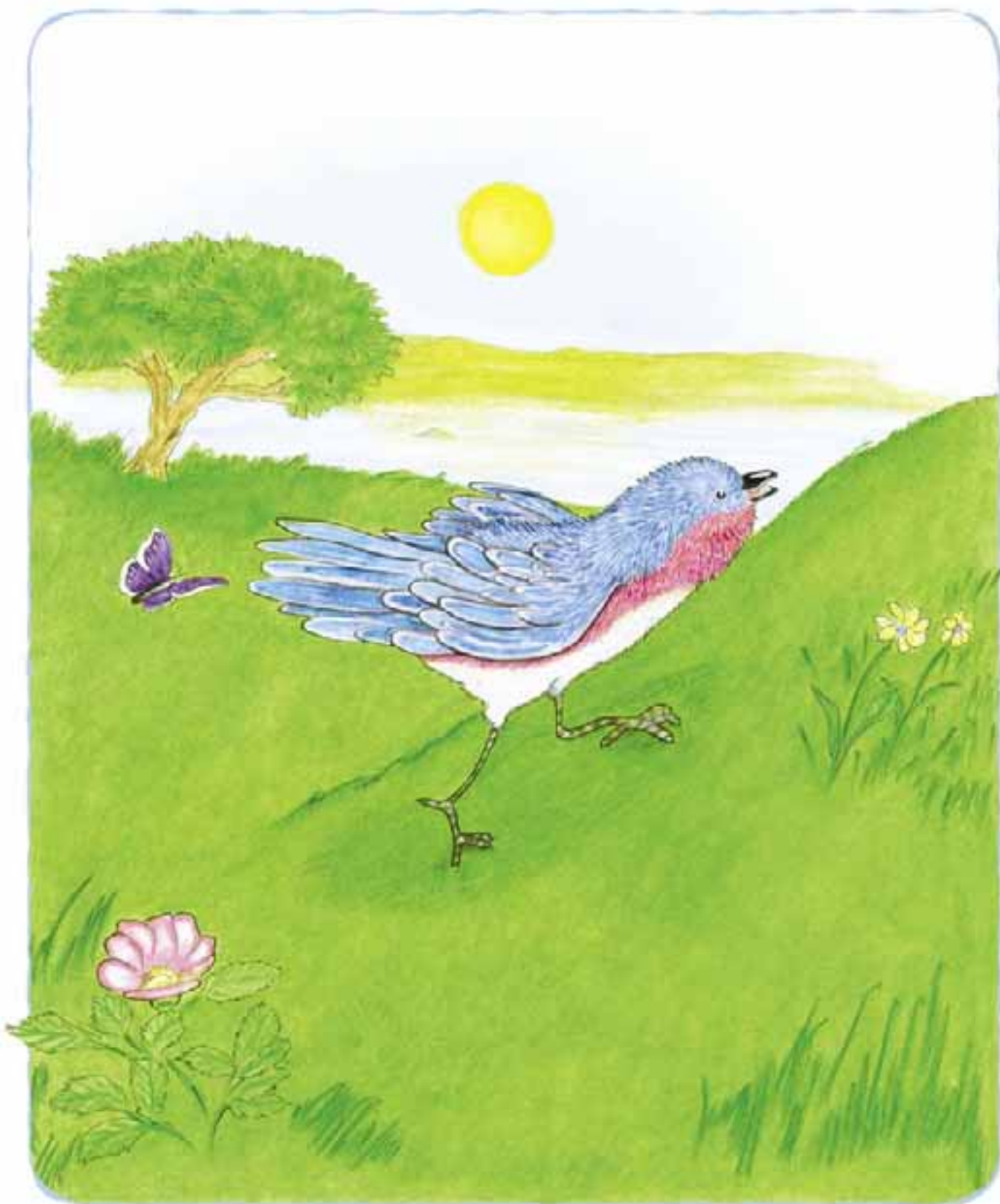




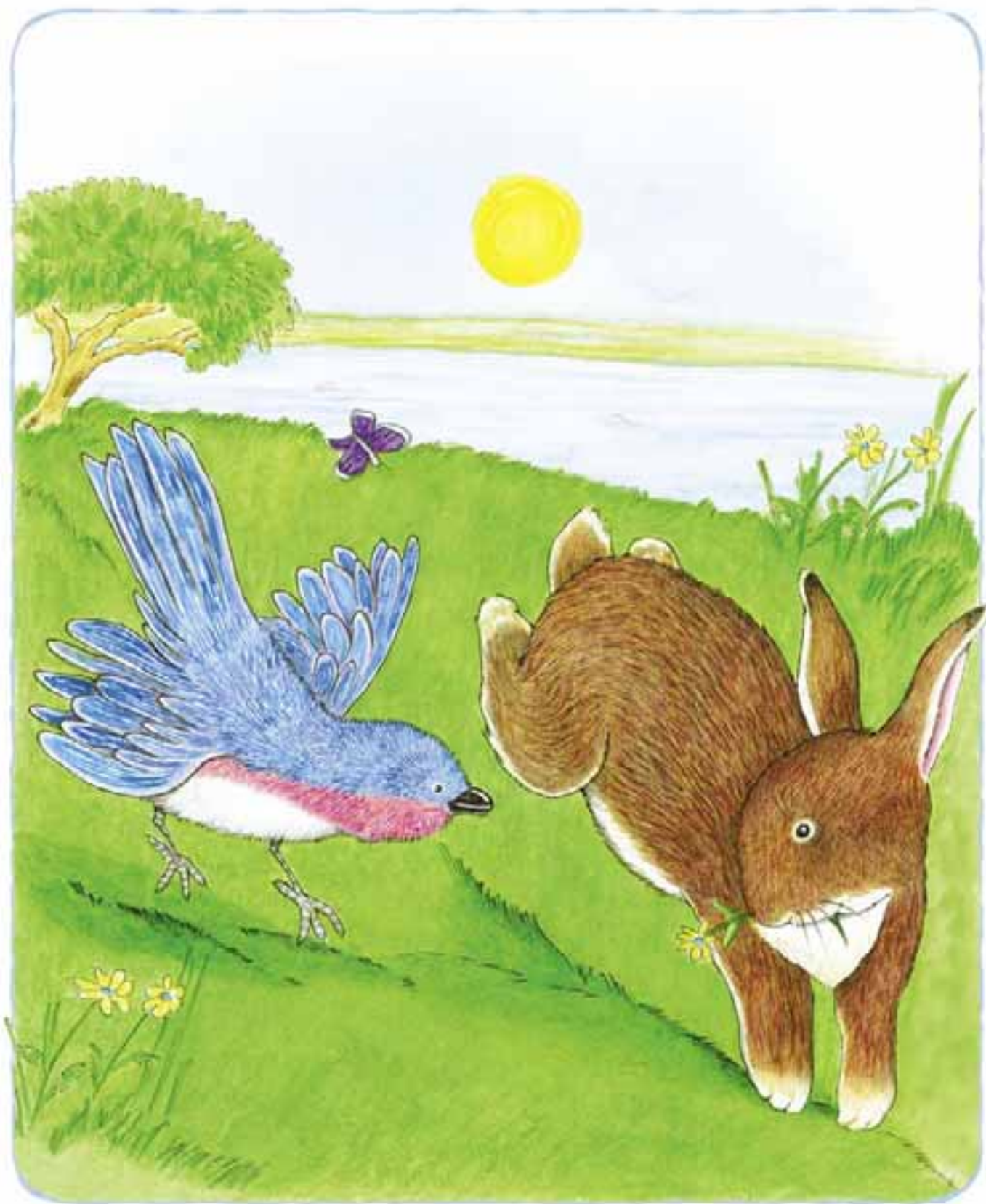
Pam and Sam like to play.



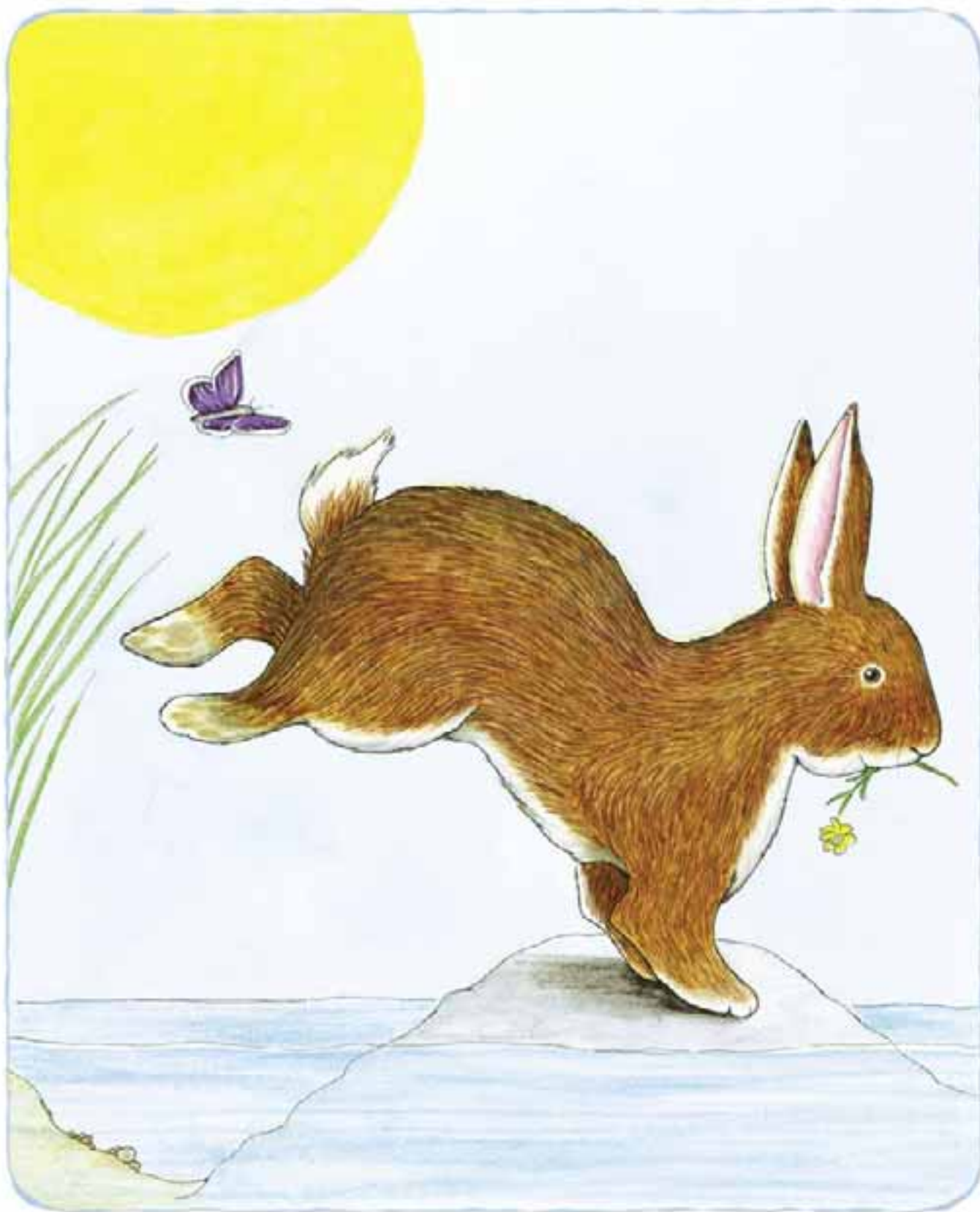
Pam ran **up**.



Sam ran up.



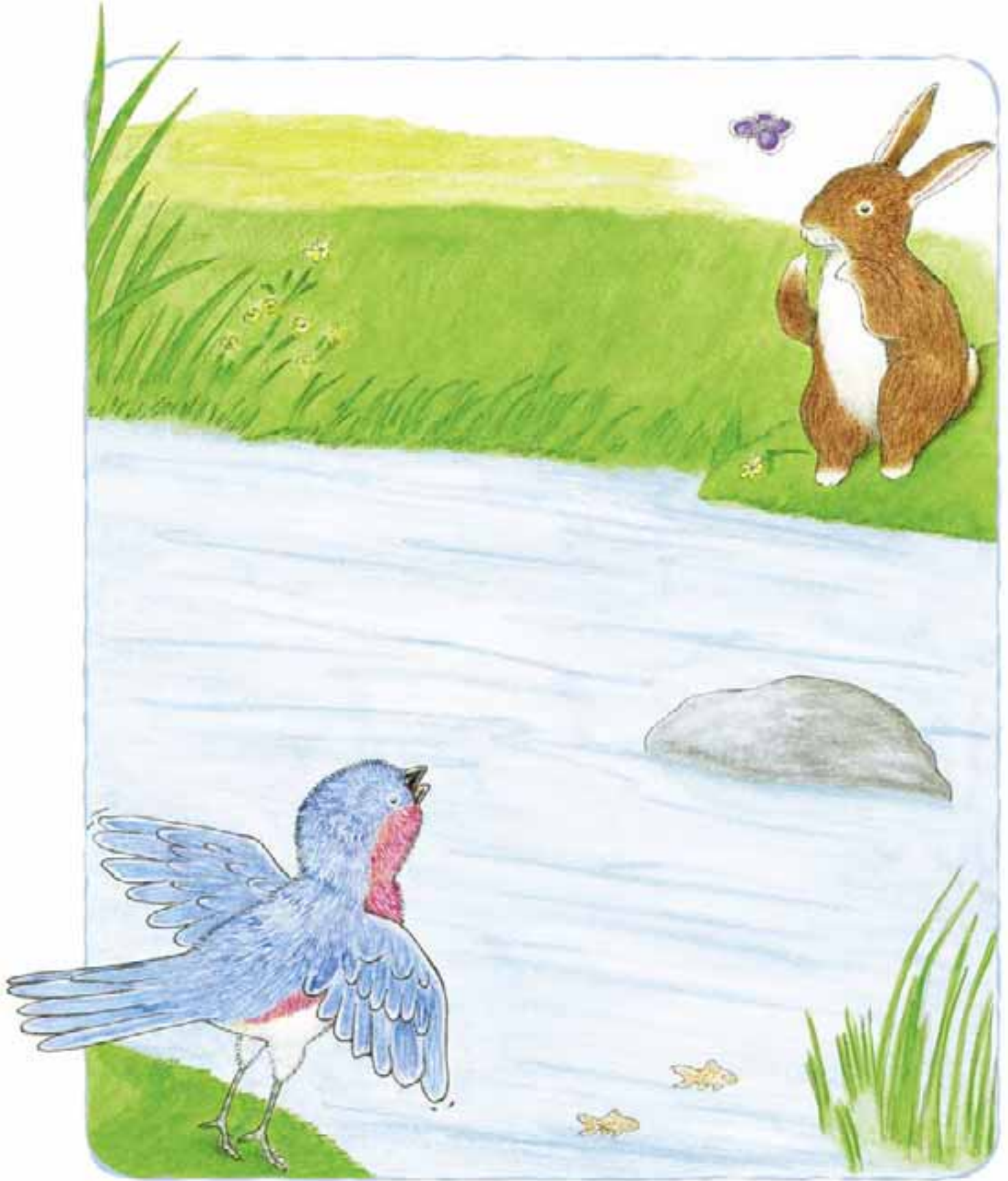
Pam and Sam ran **down**.



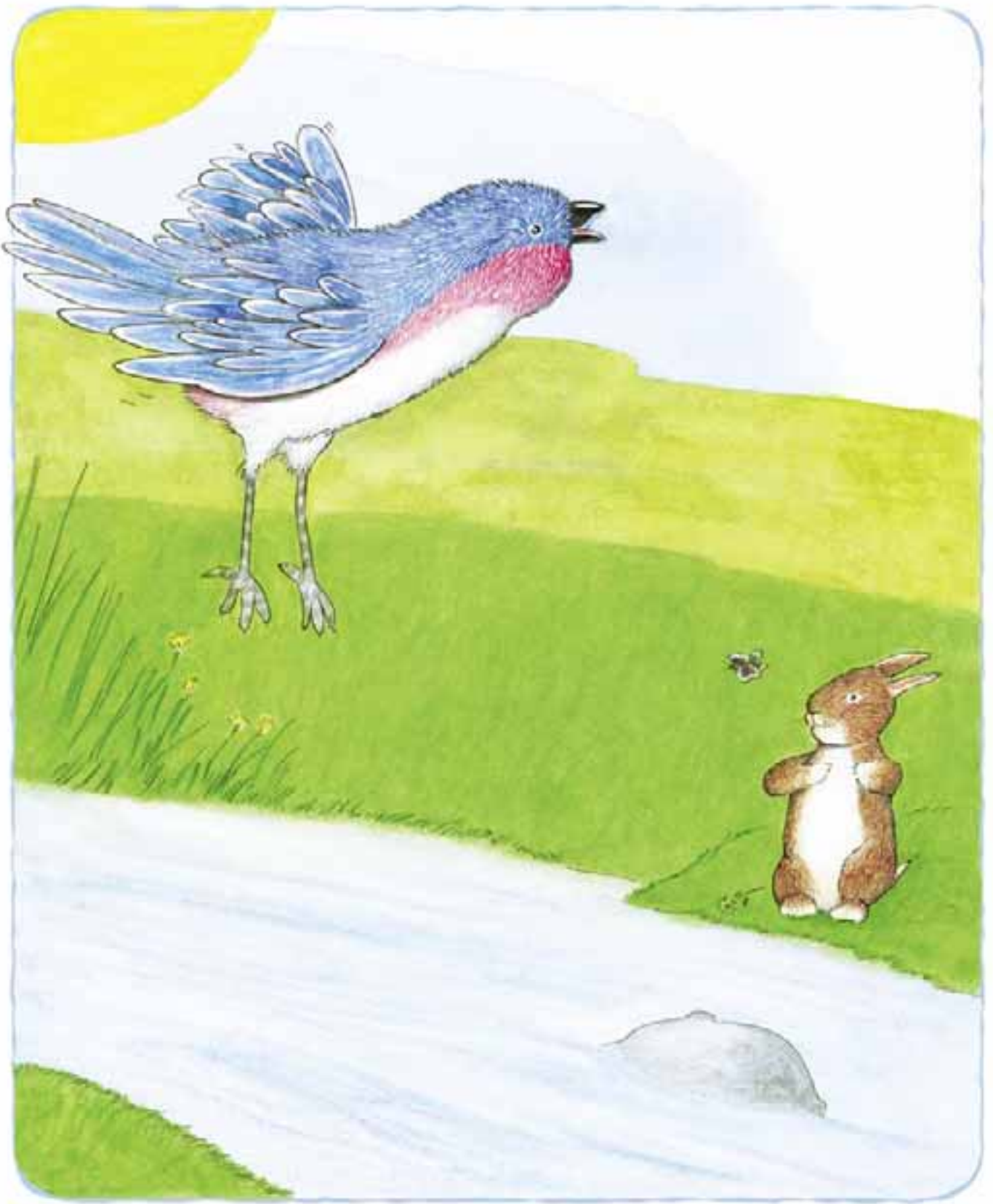
Pam can **jump**.



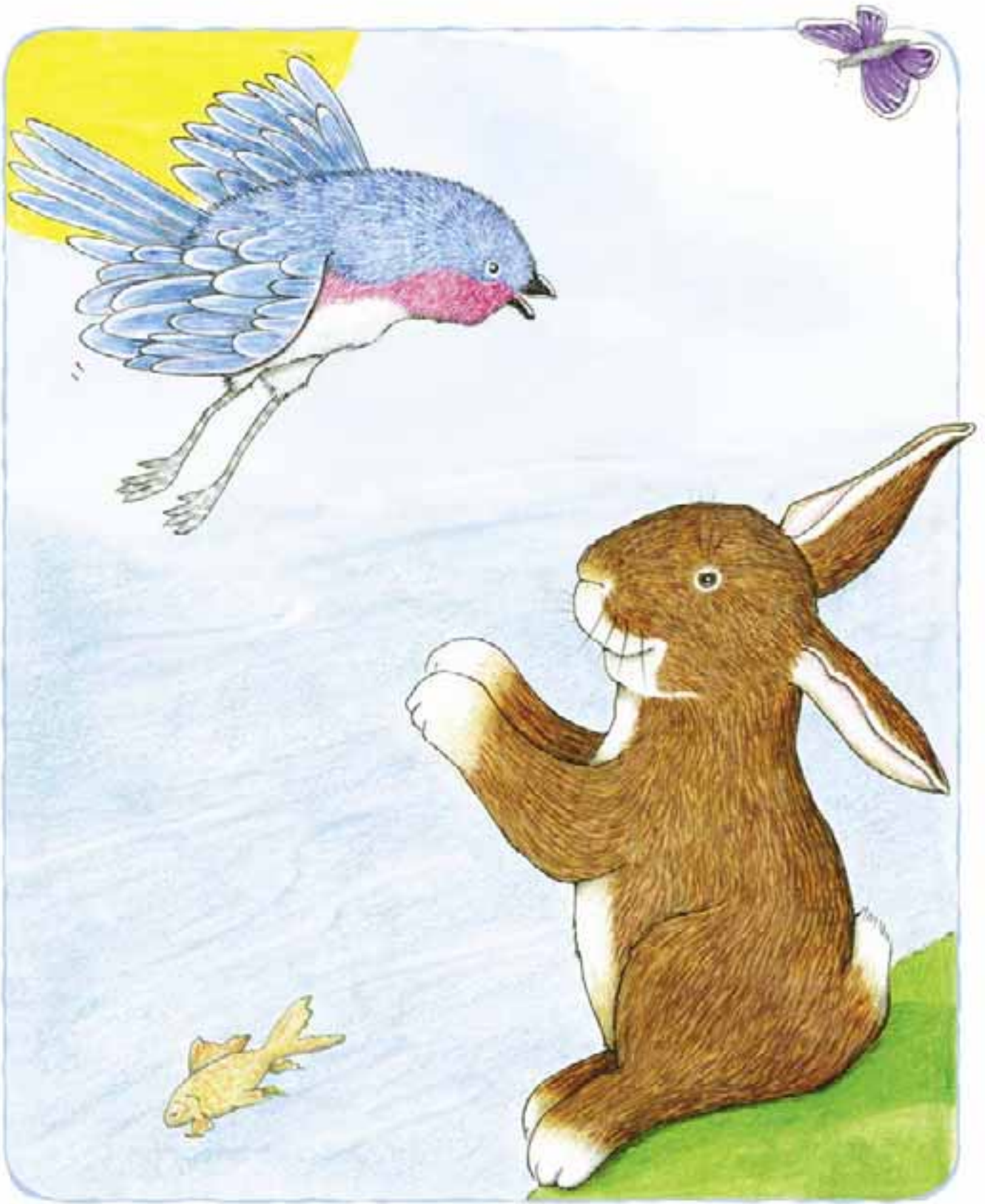
Sam can **not** jump.



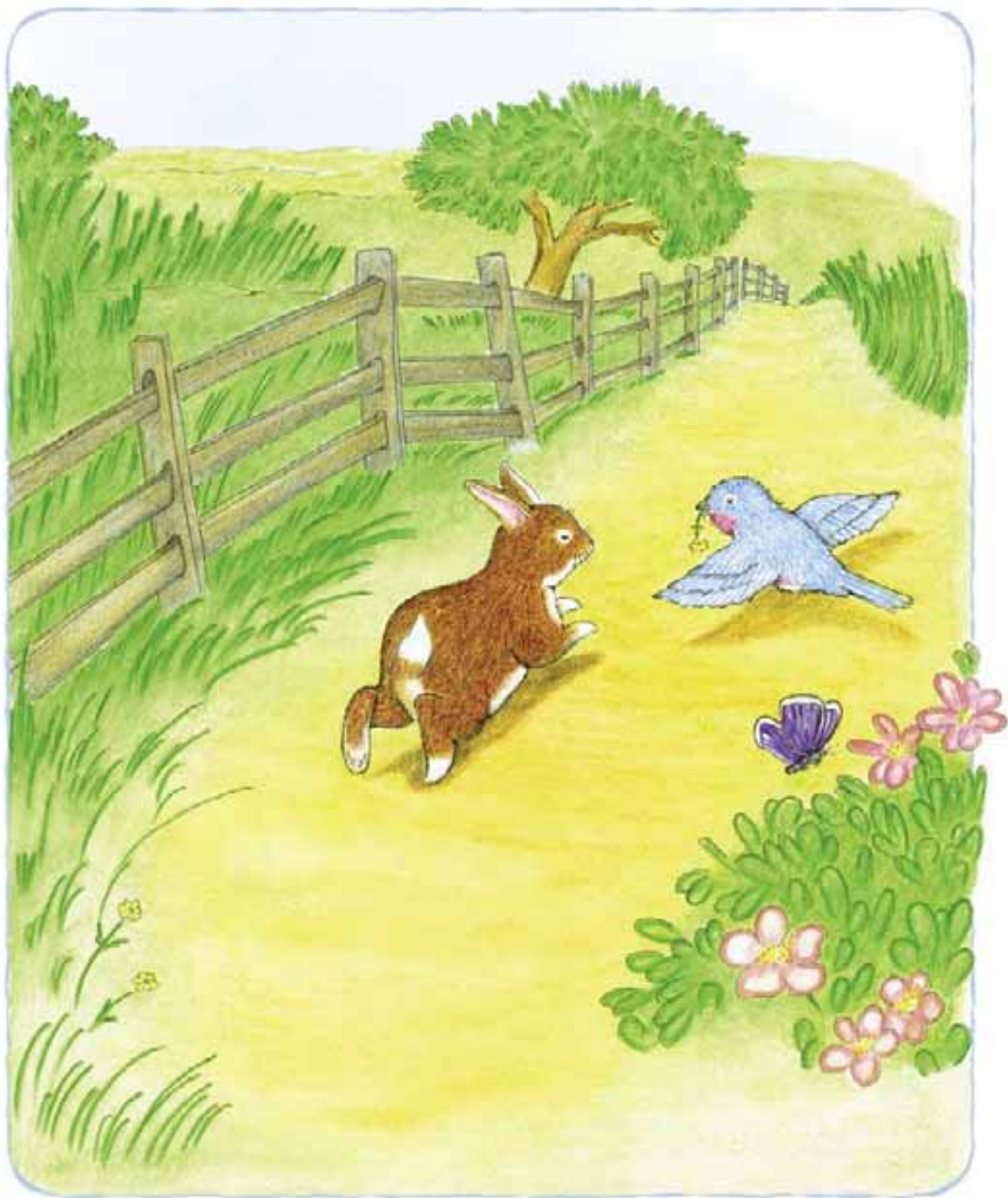
Sam can not go with Pam.



Look at Sam!



Sam can fly.



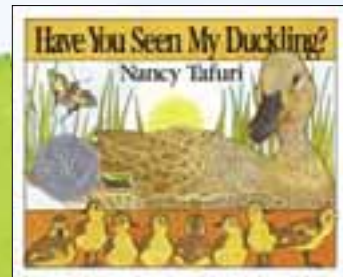
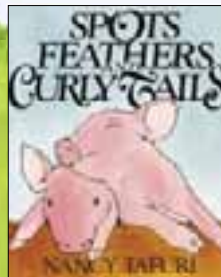
Go, Pam! Go, Sam!

Say Hello to Nancy Tafuri

Nancy Tafuri says, "I live in the country and love telling stories about animals. I especially like to tell stories about good friends like Pam and Sam. I have fun drawing pictures to go with my stories."



Other books
by Nancy Tafuri



Find out more about
Nancy Tafuri at
www.macmillanmh.com



Author's Purpose

Nancy Tafuri wanted to tell a story about friends. Draw a picture of your friend. Write your friend's name.





Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What can Pam do?
What can Sam do?
2. How are Sam and Pam like animals you have seen?
3. How do you know Pam and Sam are good friends?
4. How is Sam like Pat in "Can Pat Jump?"

Pam Can	Sam Can



READ TOGETHER

Social Studies

Genre

Nonfiction tells about real people and things.



Text Feature

Photographs give more information about the text.

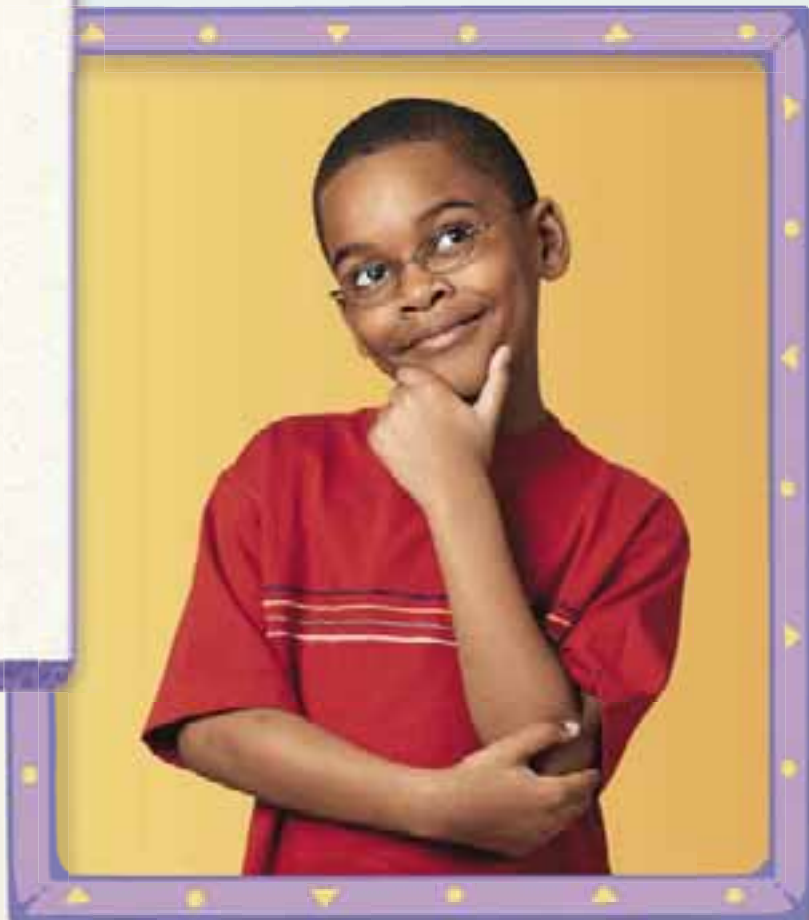
Content Words

neighbor
family
friends

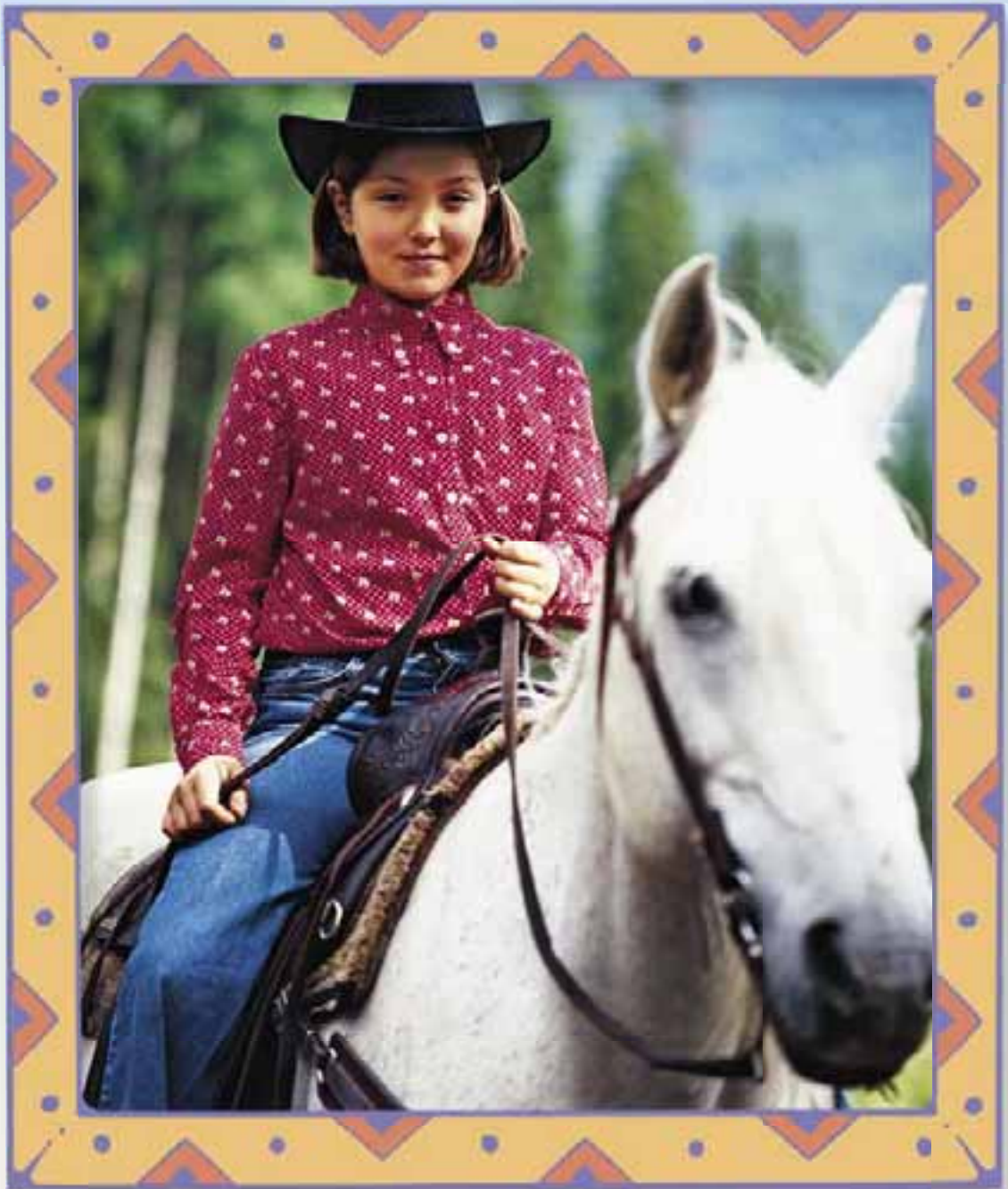


Find out more about what kids like at
www.macmillanmh.com

Our Best Days



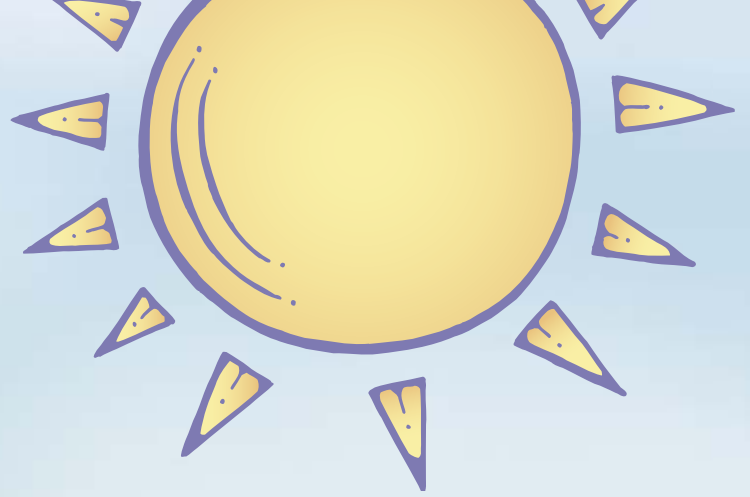
What day is the best day?



I like Monday.
I ride my horse.



I like Tuesday.
My **neighbor** and I play.

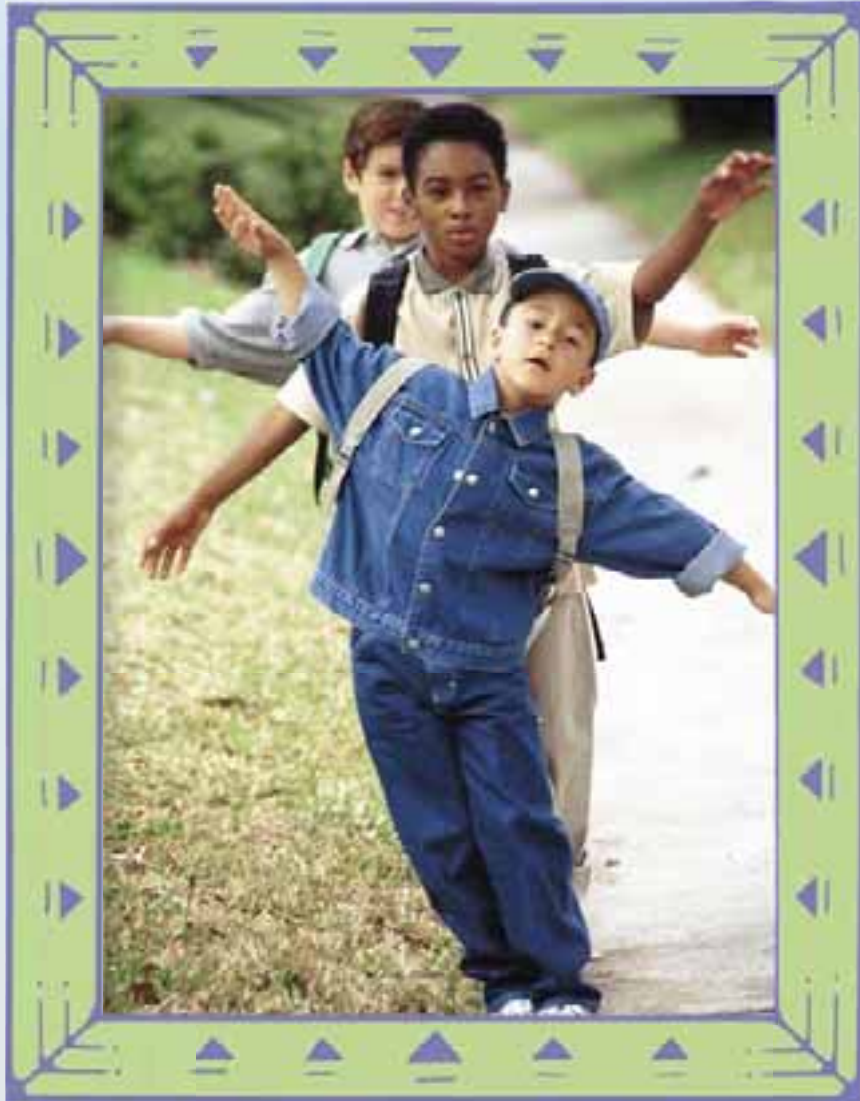


I like Wednesday.
My **family** has pizza.



I like Thursday.
I help my mom plant.

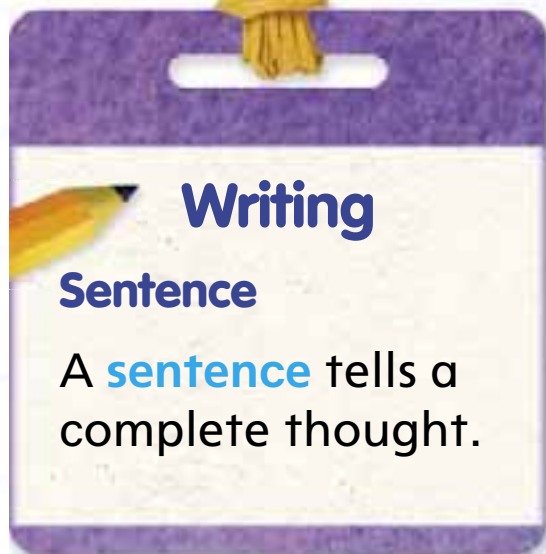




My **friends** and I like Friday.
What is your best day?

Connect and Compare

What might Pam and Sam do on their best day?



Write What You Like to Do

Jen wrote a sentence about painting.



I like to paint.

Your Turn

What do you like to do?

Draw a picture.

Use the sentence frame.

I like to _____.

Writer's Checklist

- ☒ Did I tell what I like to do?
- ☒ Does my **sentence** tell a complete thought?
- ☒ Does my sentence begin with a capital letter?

Your Turn

What do you like to do?

Draw a picture.

Use the sentence frame.

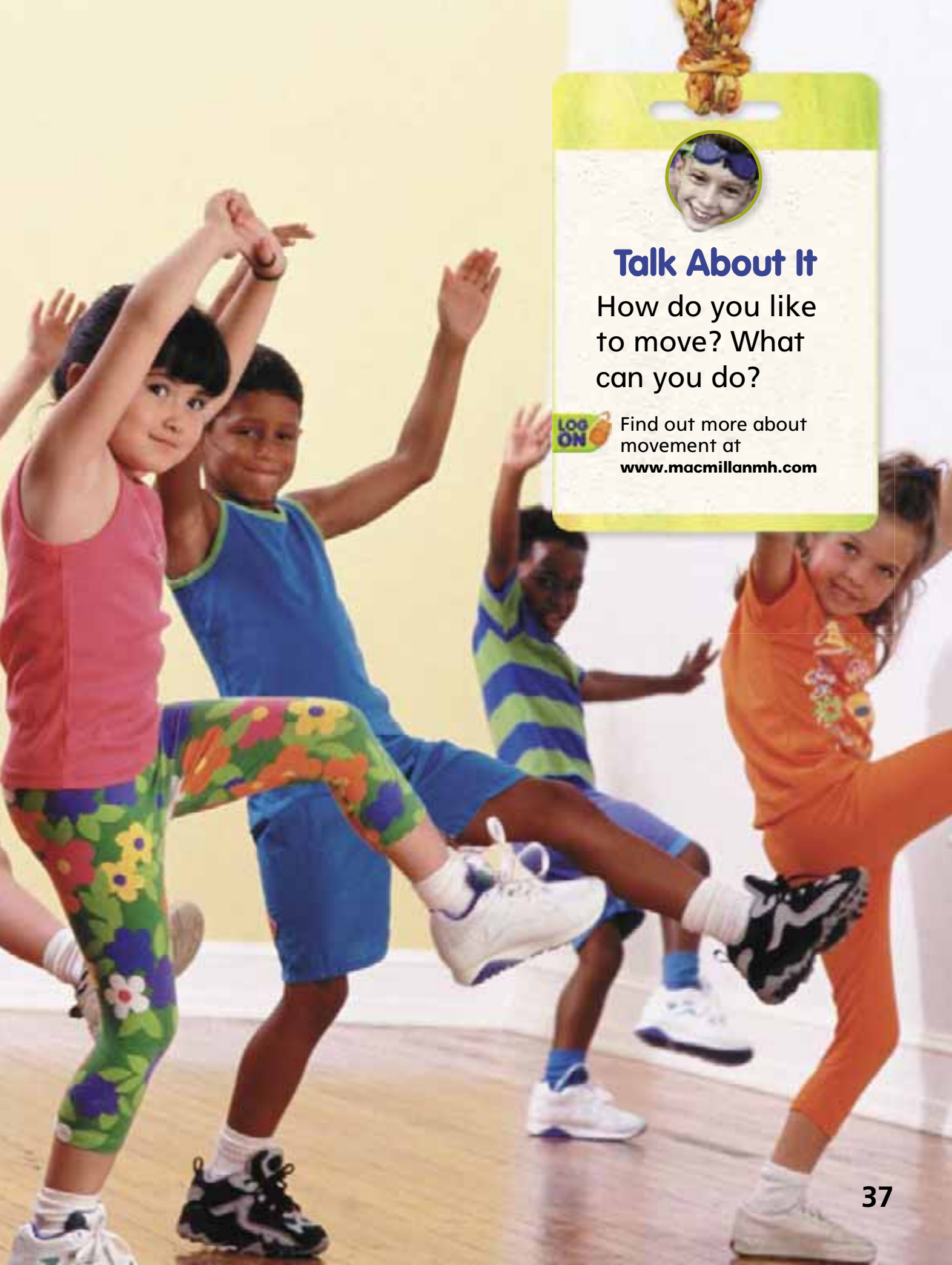
I like to _____.

Writer's Checklist

- ☒ Did I tell what I like to do?
- ☒ Does my **sentence** tell a complete thought?
- ☒ Does my sentence begin with a capital letter?



**Ready, Set,
Move!**



Talk About It

How do you like to move? What can you do?



Find out more about movement at
www.macmillanmh.com

Words to Know

over
it
yes
too

Mac
can



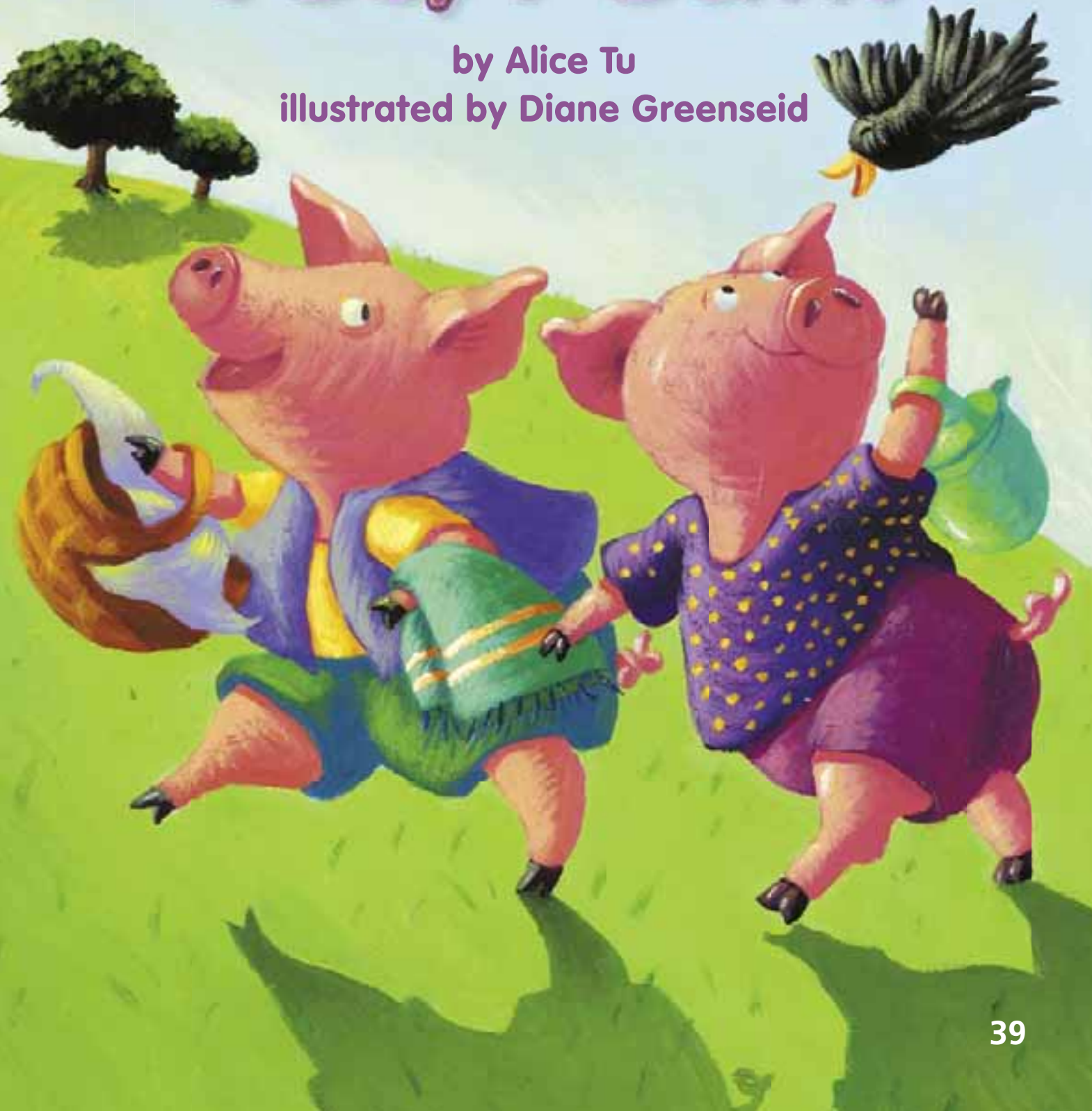
Read to Find Out

What will the
pigs do?

Yes, I Can!

by Alice Tu

illustrated by Diane Greenseid





Can you jump **over** **it**, Mac?



Yes, I can.



I can, too.



We can not!

Comprehension

Genre

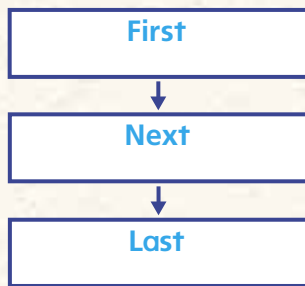
In a **Rhyming Story**, some words end with the same sound.



Story Structure

Sequence

As you read, use your **Retelling Chart**.



Read to Find Out

What will the girl and boy do together?

I Can! Can You?

by Cathy Roper
illustrated by Lorinda Bryan Cauley





Can you do what I can do?



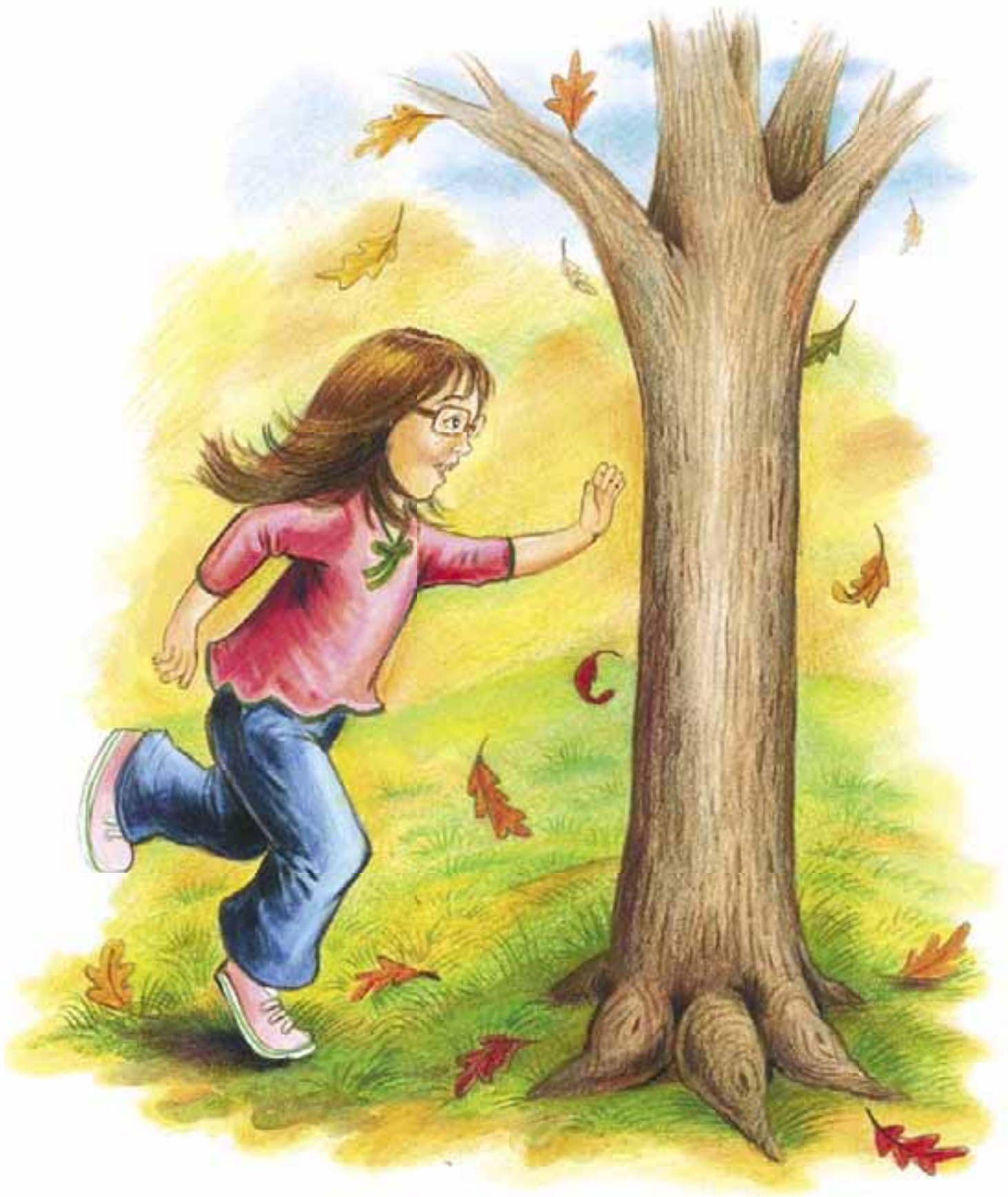
Yes! I can do **it, too.**



Can you jump **over** a mat?



Can you jump over a hat?



Can you tag a tree?



Can you tag me?



Can you tap, tap, tap?



I can nap, nap, nap.



Can you do what I can do?



Yes! I can do it, too!

Lorinda Bryan Cauley Can, Too!

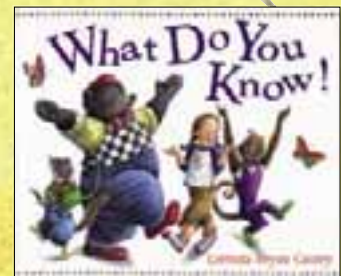
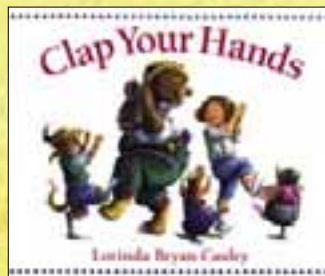
Lorinda Bryan Cauley says,
"I enjoy drawing children
jumping, running, and
playing. I always try to
make each child look
different from the others."



Other books by
Lorinda Bryan Cauley



Find out more about
Lorinda Bryan Cauley at
www.macmillanmh.com



Illustrator's Purpose

Lorinda Bryan Cauley wanted to draw
children playing. Draw something you
do outside. Label the picture.



Comprehension Check

Retell the Story

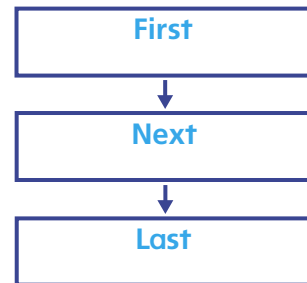
Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare

1. What do the children do first? Next? Last?
2. What can the children do that you can do, too?
3. What other fun outdoor things can children do together?
4. How is this story like "Yes, I Can!"?



READ TOGETHER

Run!
Jump!
Swim!

Science

Genre

Nonfiction gives information about a topic.



Text Feature

A **Label** gives information about a picture.

Content Words

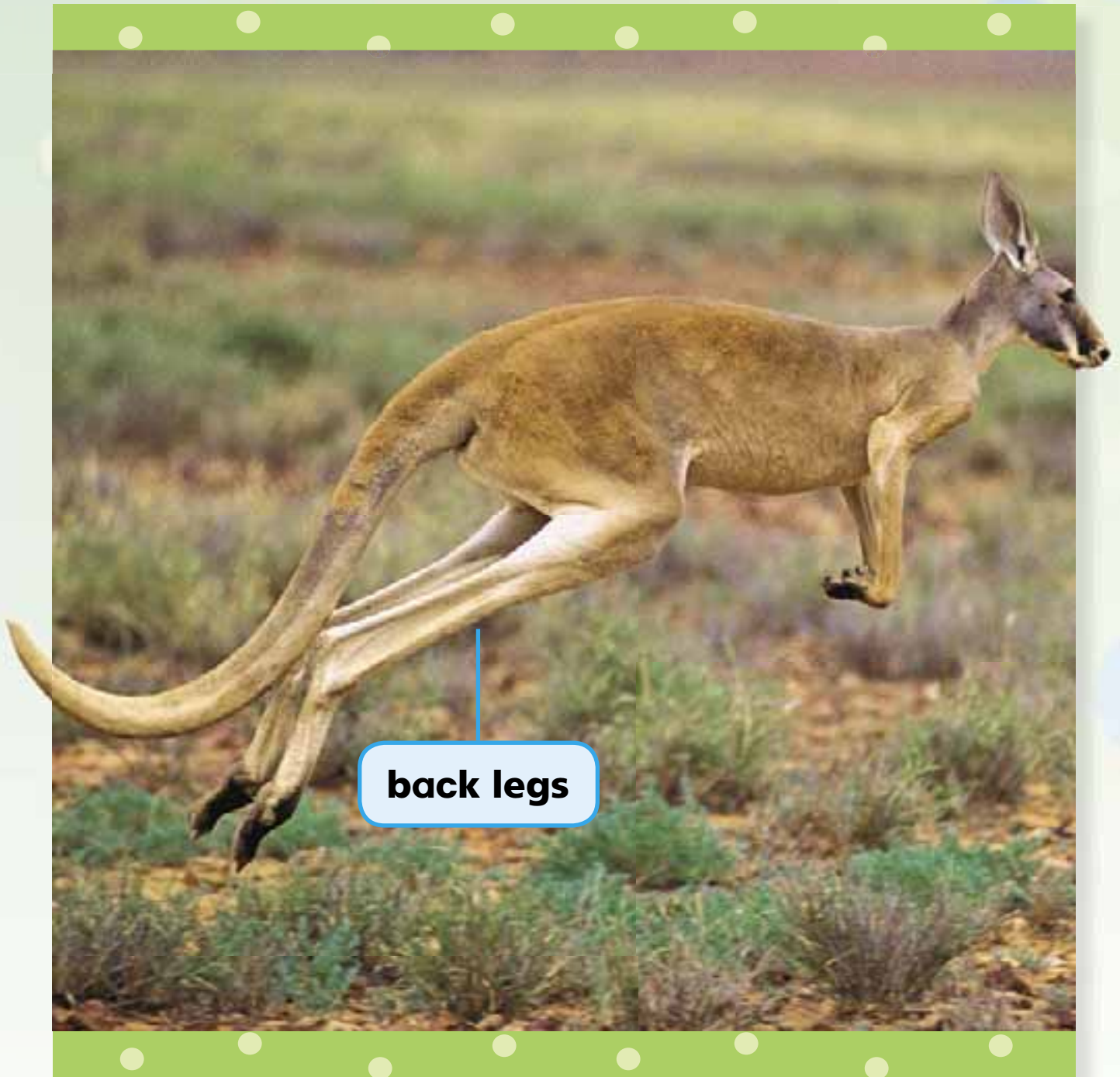
helps
move
push



Find out more about how animals move at www.macmillanmh.com

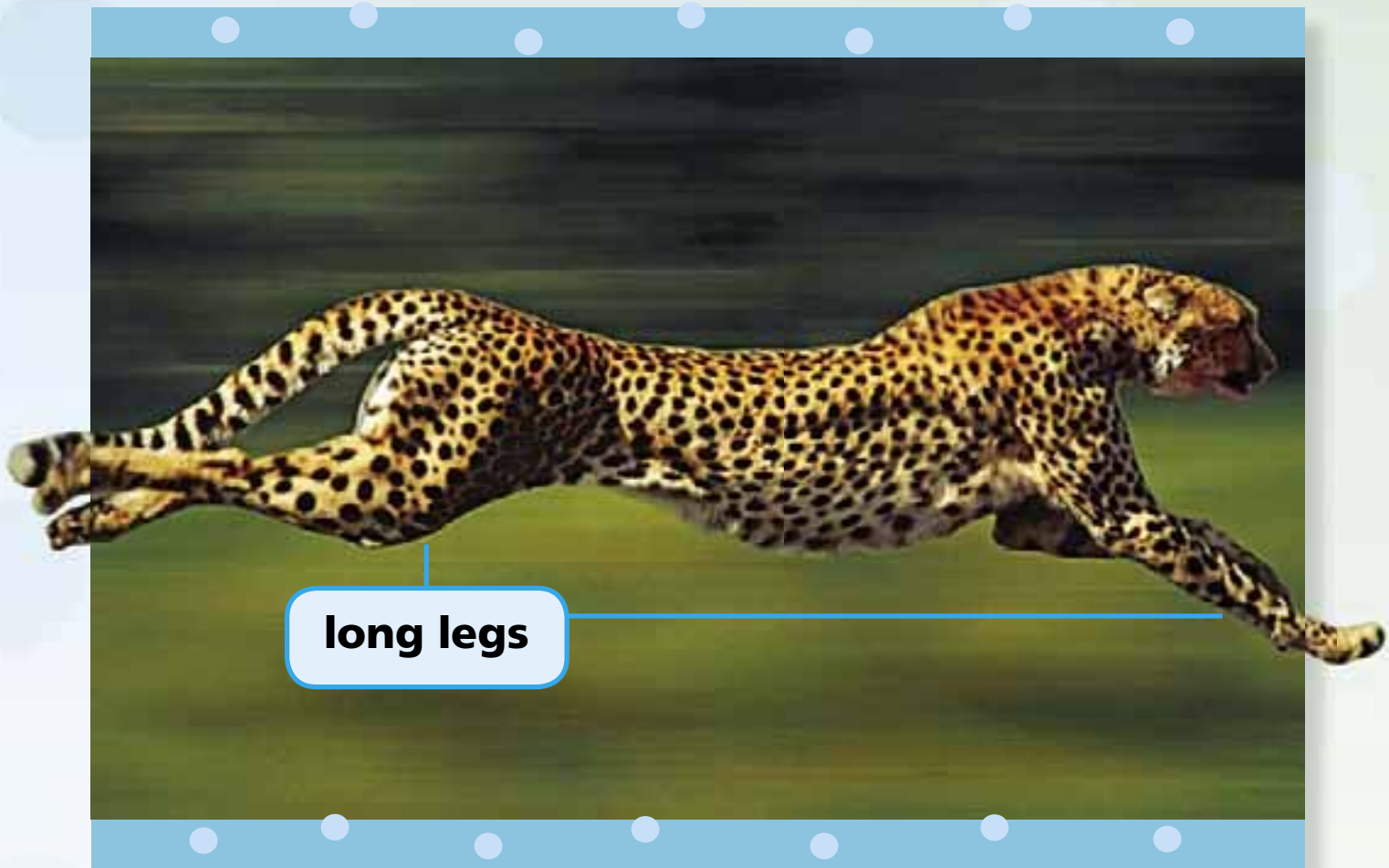


What **helps** animals **move**?

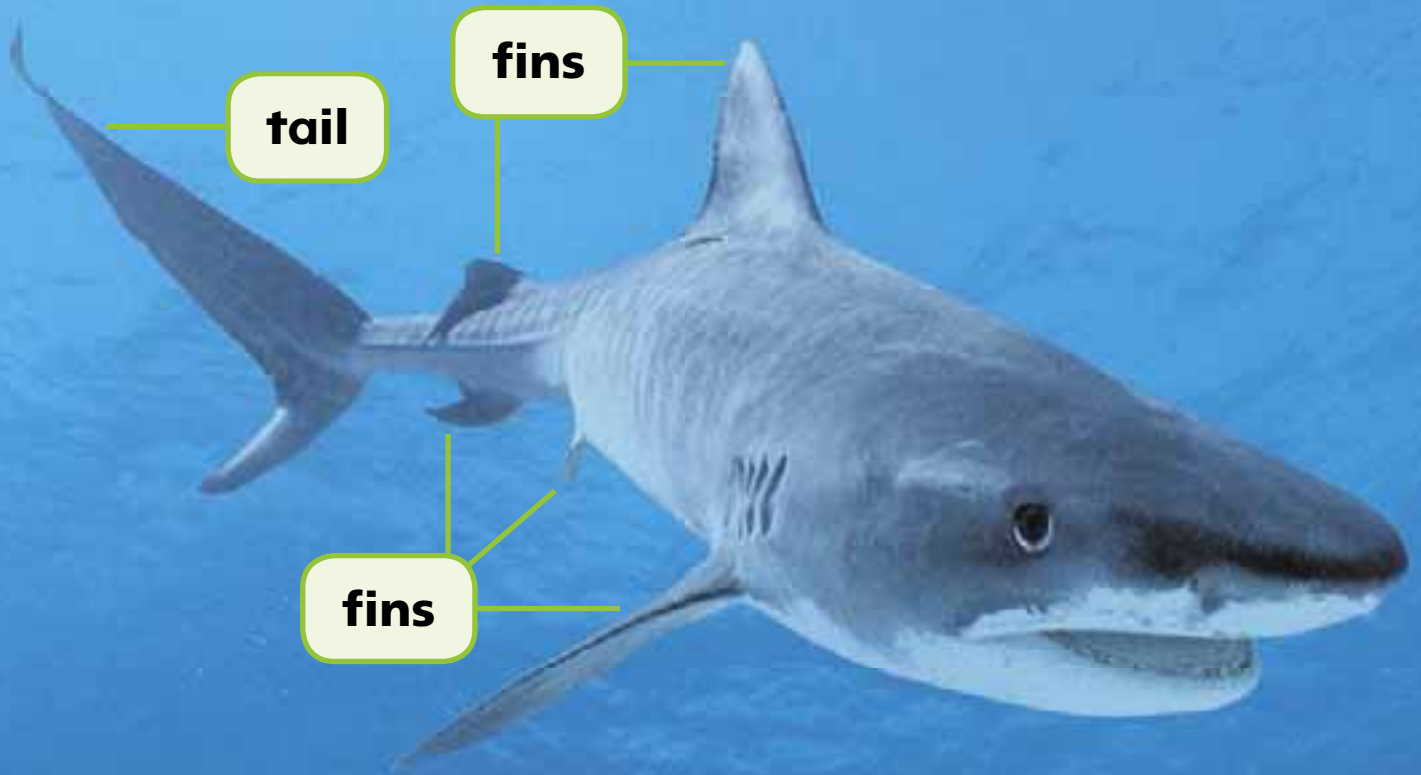


back legs

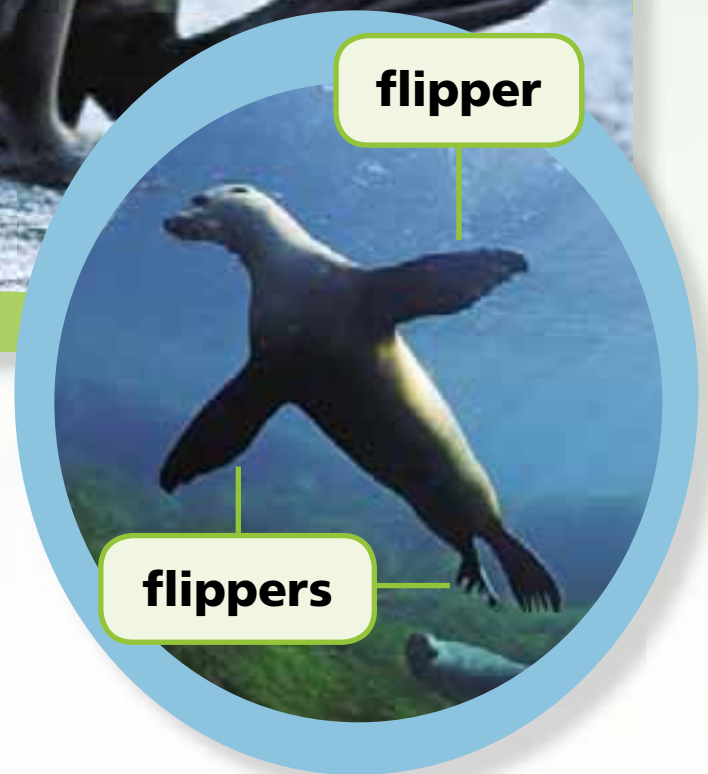
This kangaroo can jump high.
Strong back legs help it jump.



This cheetah can run fast.
Long legs help it run.



This shark can swim fast.
Its tail and fins **push** it through
the water.



This seal is slow on land.
It is fast in the water.
It swims with wide flippers.



Kids can run, jump, and swim, too.
What helps kids move?

Connect and Compare

How could animals join the fun in *I Can!*
Can You?

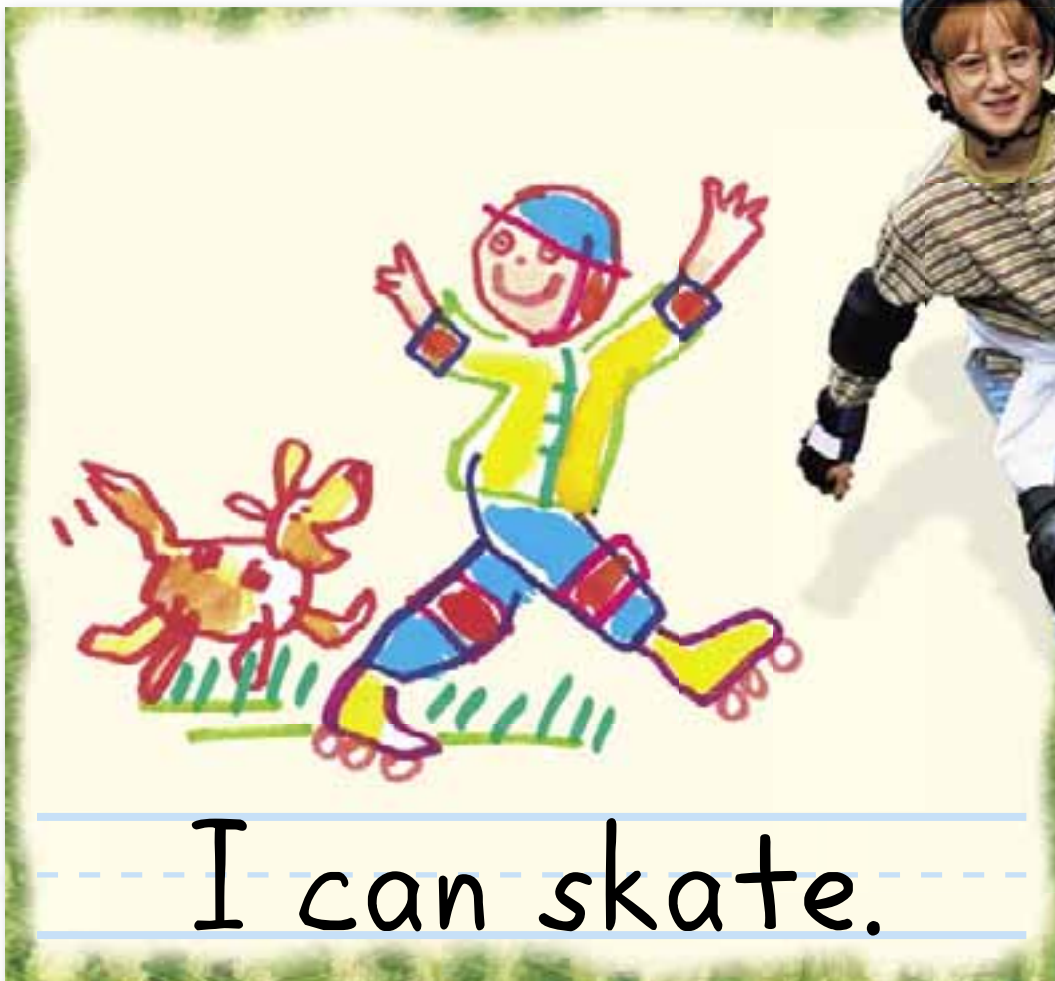
Write What You Can Do

Writing

Word Order

The words in a sentence are in an **order** that makes sense.

Tom wrote a sentence about skating.



Your Turn



Think about what you can do.

Draw a picture.

Use the sentence frame.

I can _____.



Writer's Checklist

- ☒ Did I tell what I can do?
- ☒ Does the **order** of the words make sense?
- ☒ Does my sentence end with a special mark?

Your Turn



Think about what you can do.

Draw a picture.

Use the sentence frame.

I can _____.



Writer's Checklist

- ☒ Did I tell what I can do?
- ☒ Does the **order** of the words make sense?
- ☒ Does my sentence end with a special mark?

Talk About It

How have you
changed since
you were little?



Find out more about
growing up at
www.macmillanmh.com

Growing Up



Words to Know

run

ride

be

big

kid

I Am a Big Kid



I am a big kid. What can I do?
I can **run**. I can **ride**.



What can I **be**?
I can be me.

READ TOGETHER

How You Grew

Comprehension

Genre

A **Nonfiction Article** gives information about a topic.



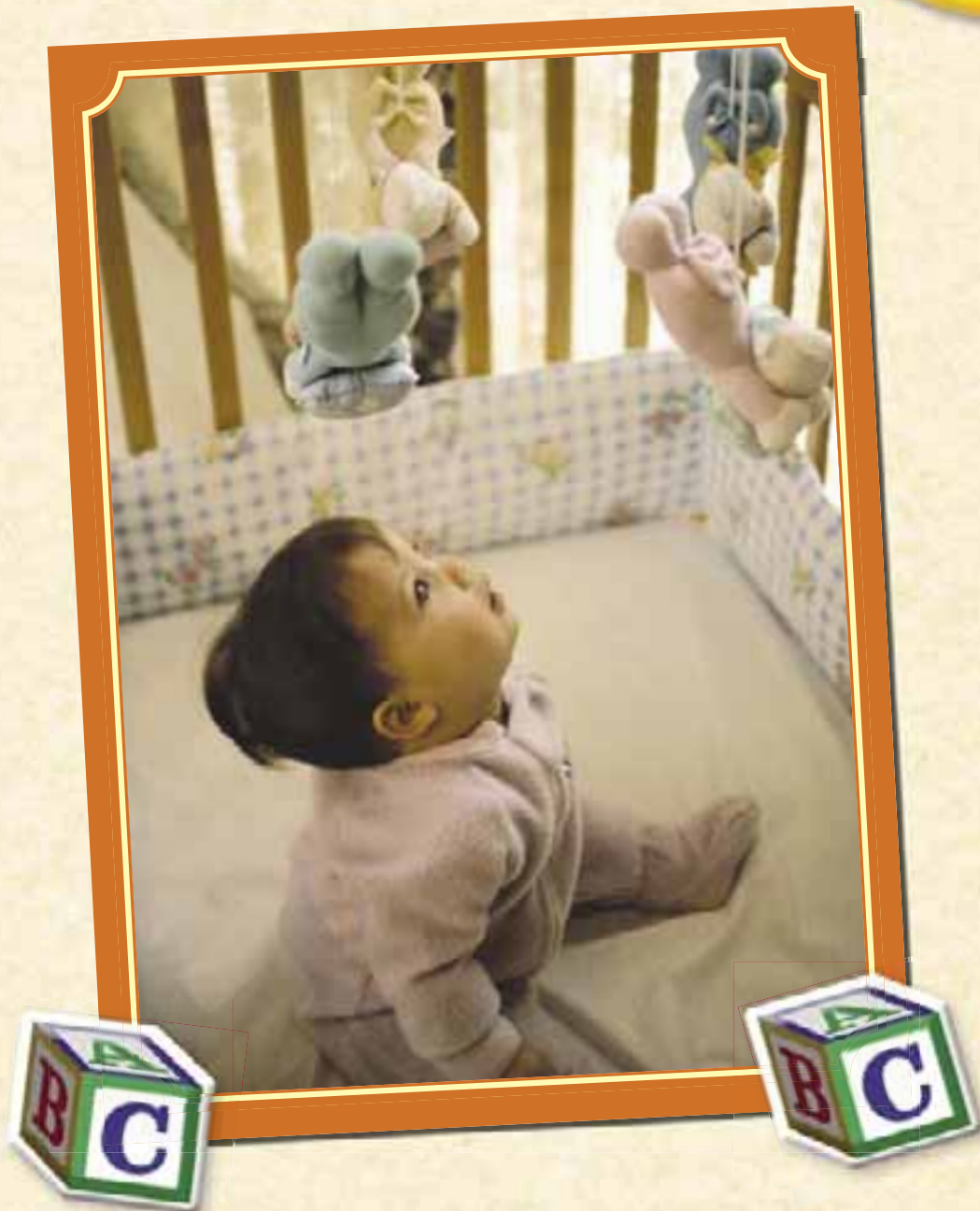
Text Structure

Sequence

Look for things babies can do. Look for things kids can do as they get older.

How do kids change as they get older?





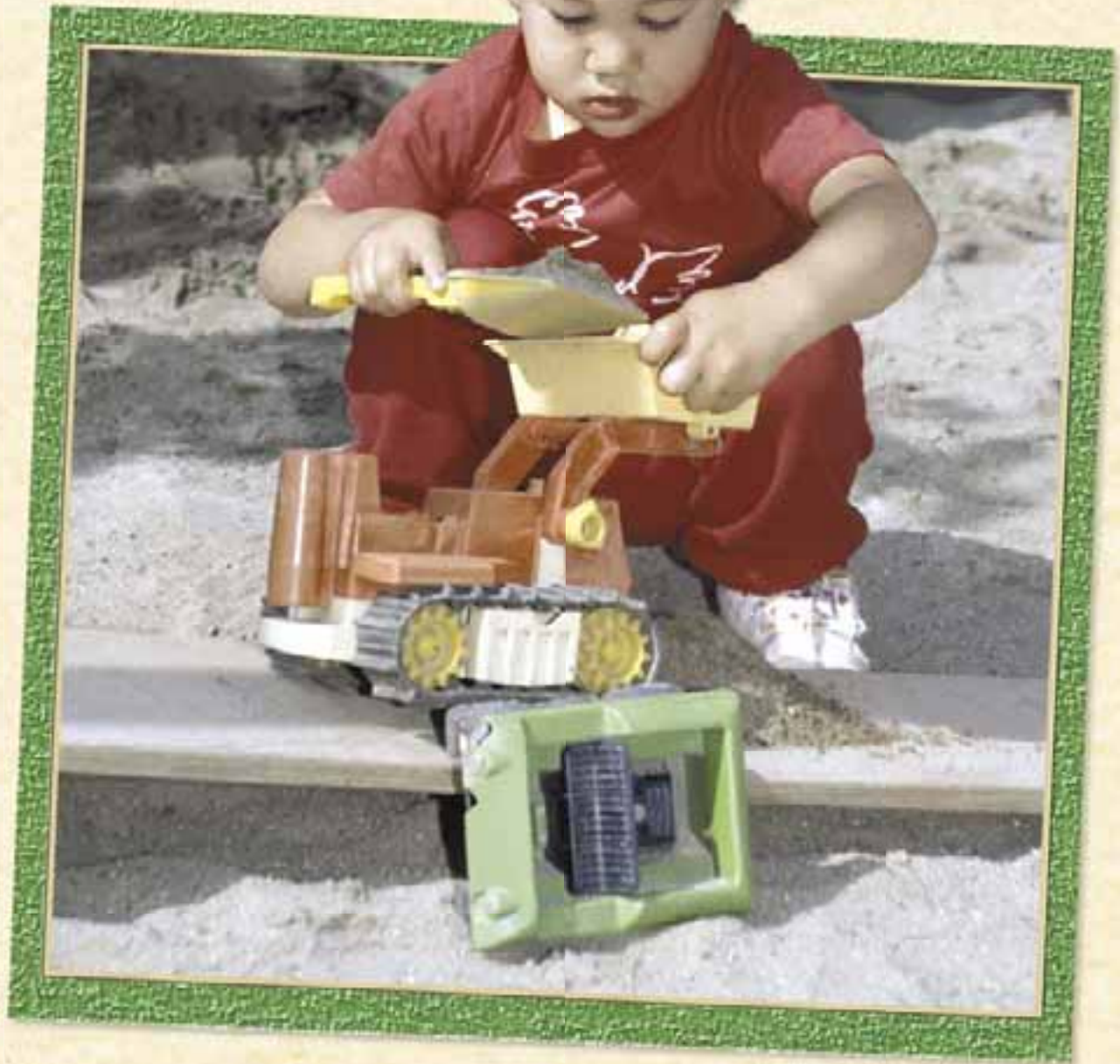
Once you were little.



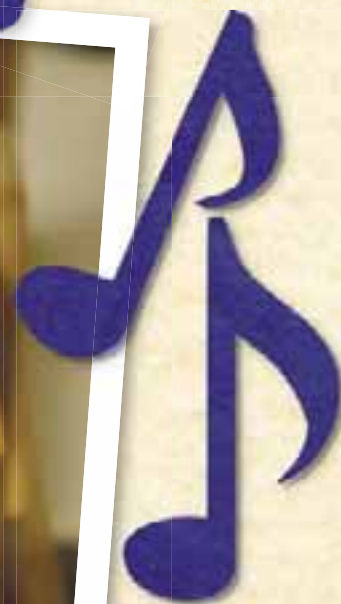
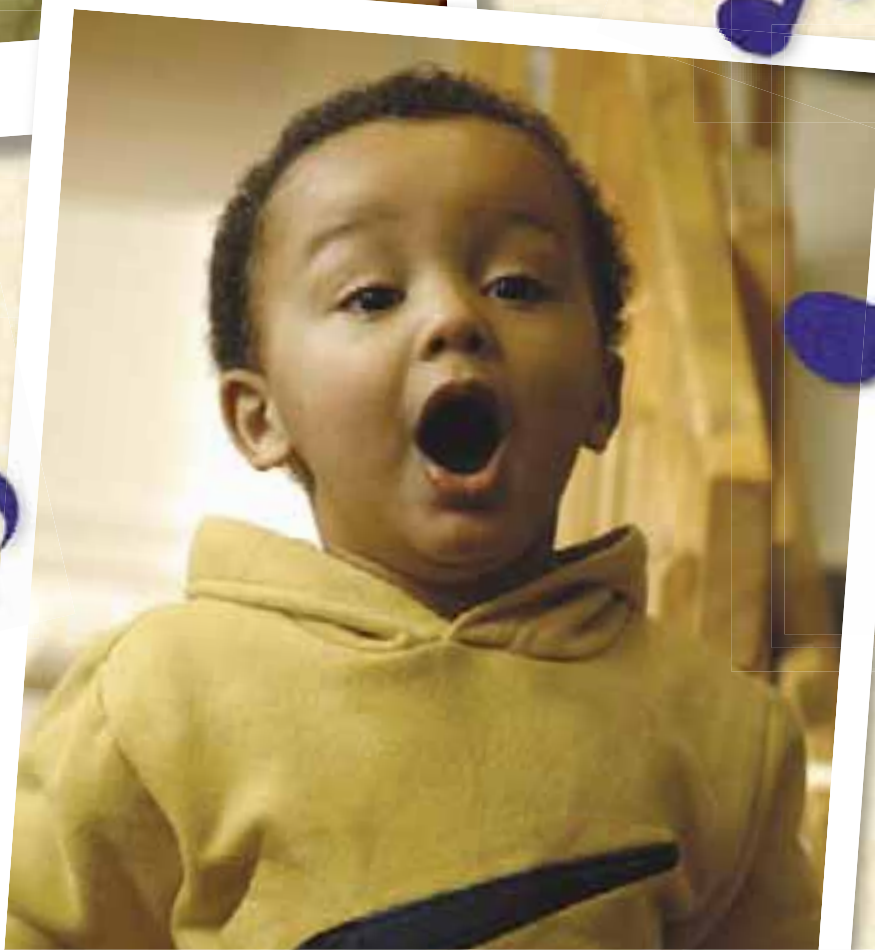


You learned to talk. You could say "mama" and "puppy."

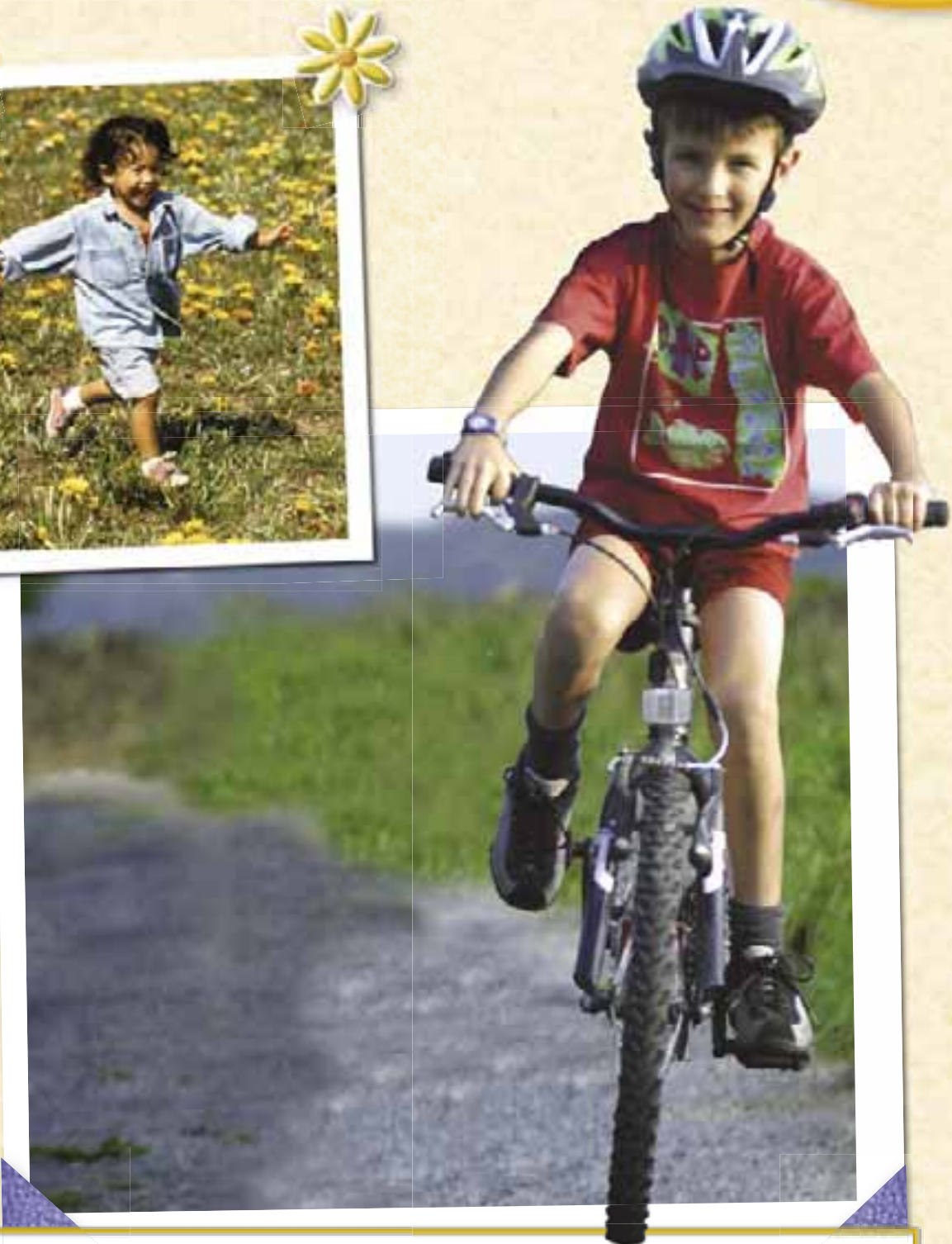




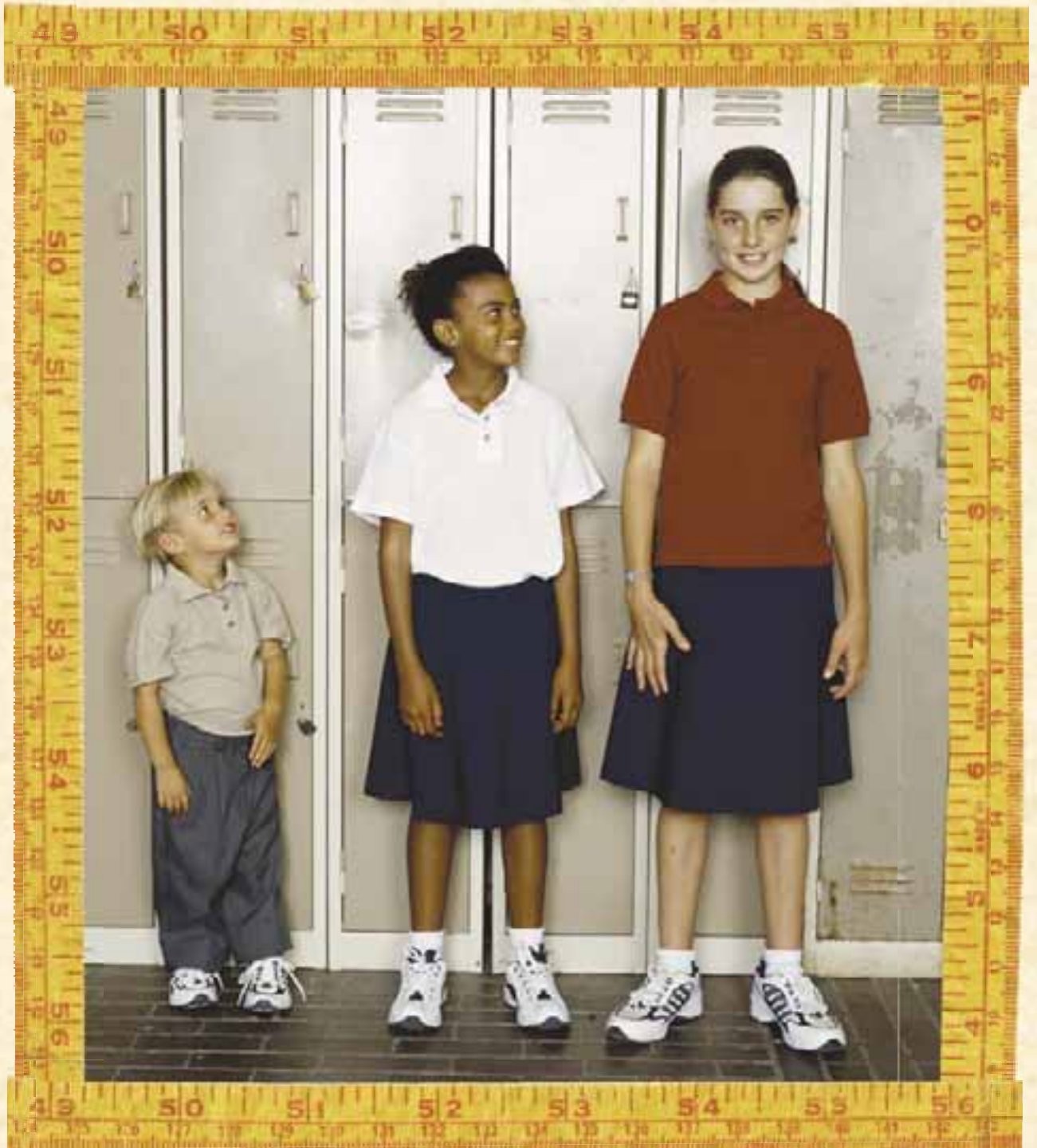
You could sit.
You could dig.



You could eat at the table.
You could sing a song.



You learned to **run** and **ride**.
You could go fast.



How big are you now?
How big will you **be**?



Comprehension Check

Tell What You Learned

Describe what kids learn to do as they get bigger.

Think and Compare



1. What can kids learn to do as they grow older?
2. Name some things you learned before you started school.
3. Name two things babies learn that are not in the story.
4. How are the kids in "I Am a Big Kid" different from the kids in "How You Grew"?



**Test Strategy****Right There**

You can put your finger on the answer.

**READ TOGETHER**

Birds Get Big

First, a mother bird lays eggs.
Baby birds grow inside.
Then they hatch.
The mother feeds them.
The babies grow big.
Then they fly away.

Directions: Answer the questions.

1. What happens first?



2. What happens after the birds hatch?

- ☐ The birds lay eggs.
- ☐ The mother feeds them.
- ☐ The birds make a nest.

Tip
Look for
key words.

3. What happens when the babies are big?



Write About Kids

First Carly drew a picture.

Then she wrote a sentence.



Big kids can ride.

Your Writing Prompt

Think about something little kids can do. Write about it in a sentence.

Writer's Checklist

- ☒ Does my sentence tell an idea?
- ☒ Does my sentence begin with a capital letter?
- ☒ Does my sentence end with a period?



Your Writing Prompt

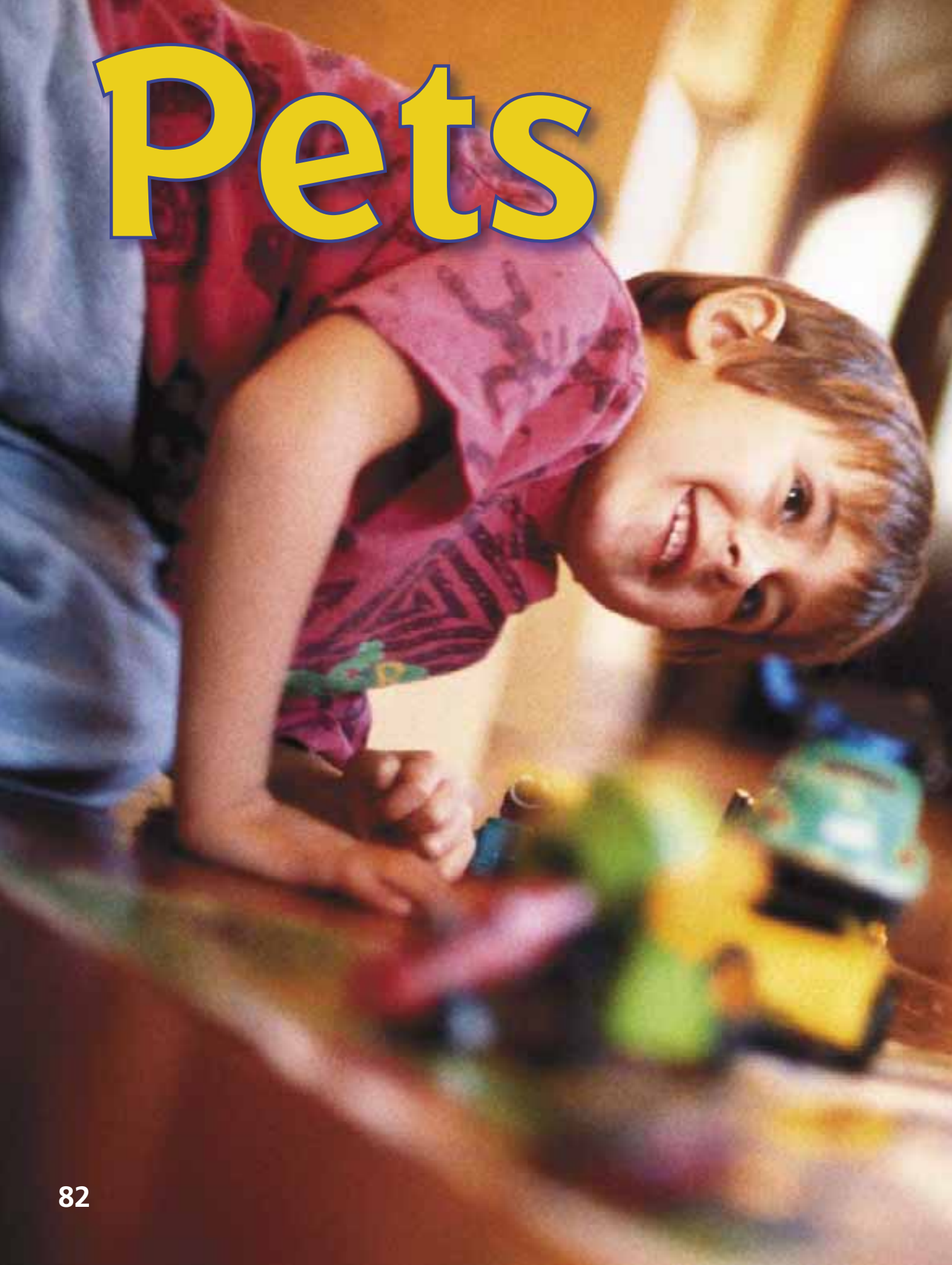
Think about something little kids can do. Write about it in a sentence.

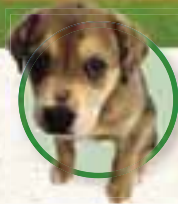
Writer's Checklist

- ☒ Does my sentence tell an idea?
- ☒ Does my sentence begin with a capital letter?
- ☒ Does my sentence end with a period?



Pets



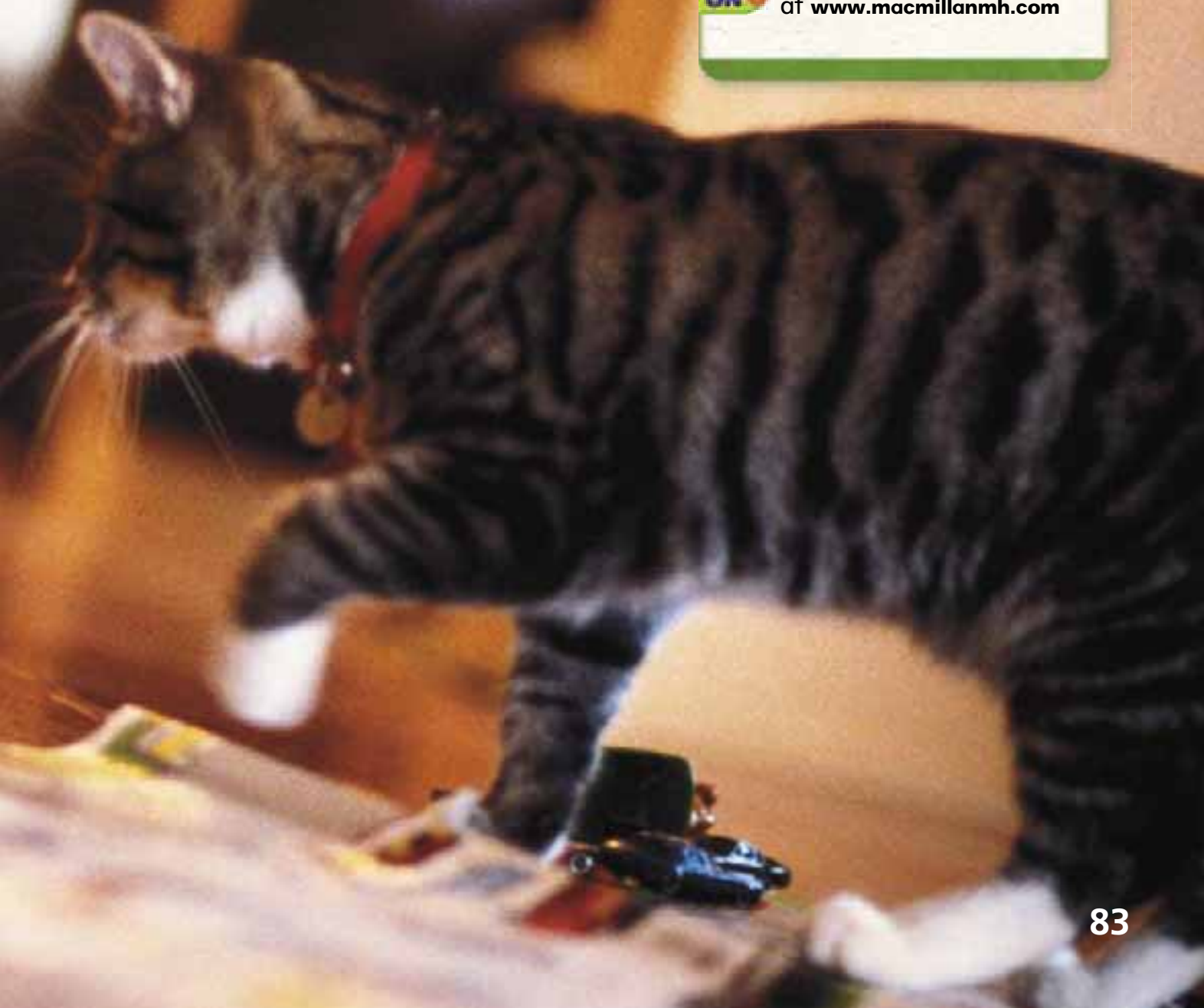


Talk About It

What pets do you know? What are they like?



Find out more about pets
at www.macmillanmh.com



Words to Know

come
that
on
good

Brad
grab



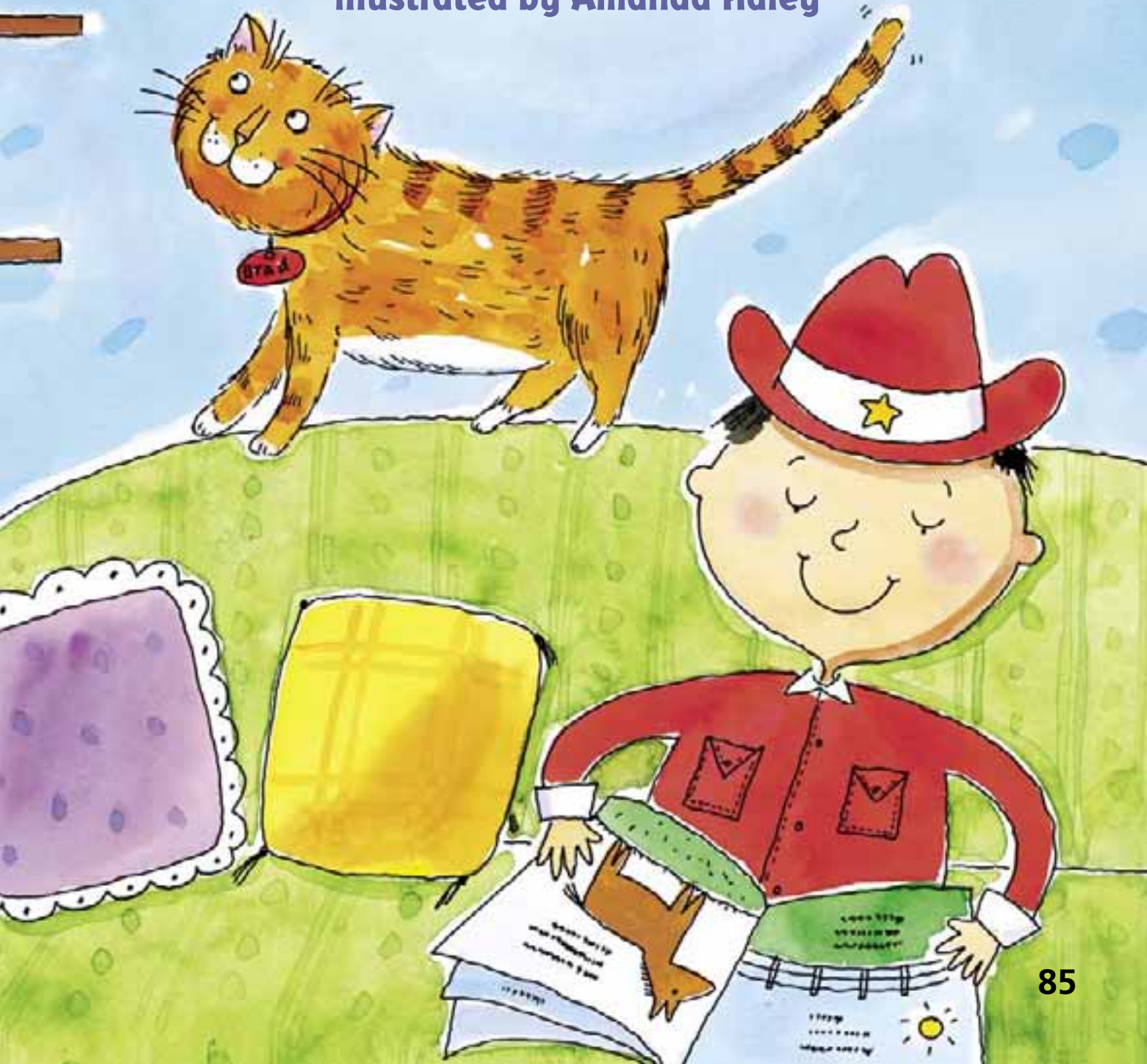
Read to Find Out

Will Brad come
down?



Come Down, Brad!

by Henry Chan
illustrated by Amanda Haley





Come down, Brad!



Do not grab **that!**



Jump **on** me.



What a **good** cat you are!

Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Story Structure

Setting

As you read, use your **Setting Chart**.

Setting	What the Characters Do There

Read to Find Out

Where do the pets do tricks?

Pet Tricks

by Ed Reyes
illustrated by Joe Cepeda





Come see the pets!



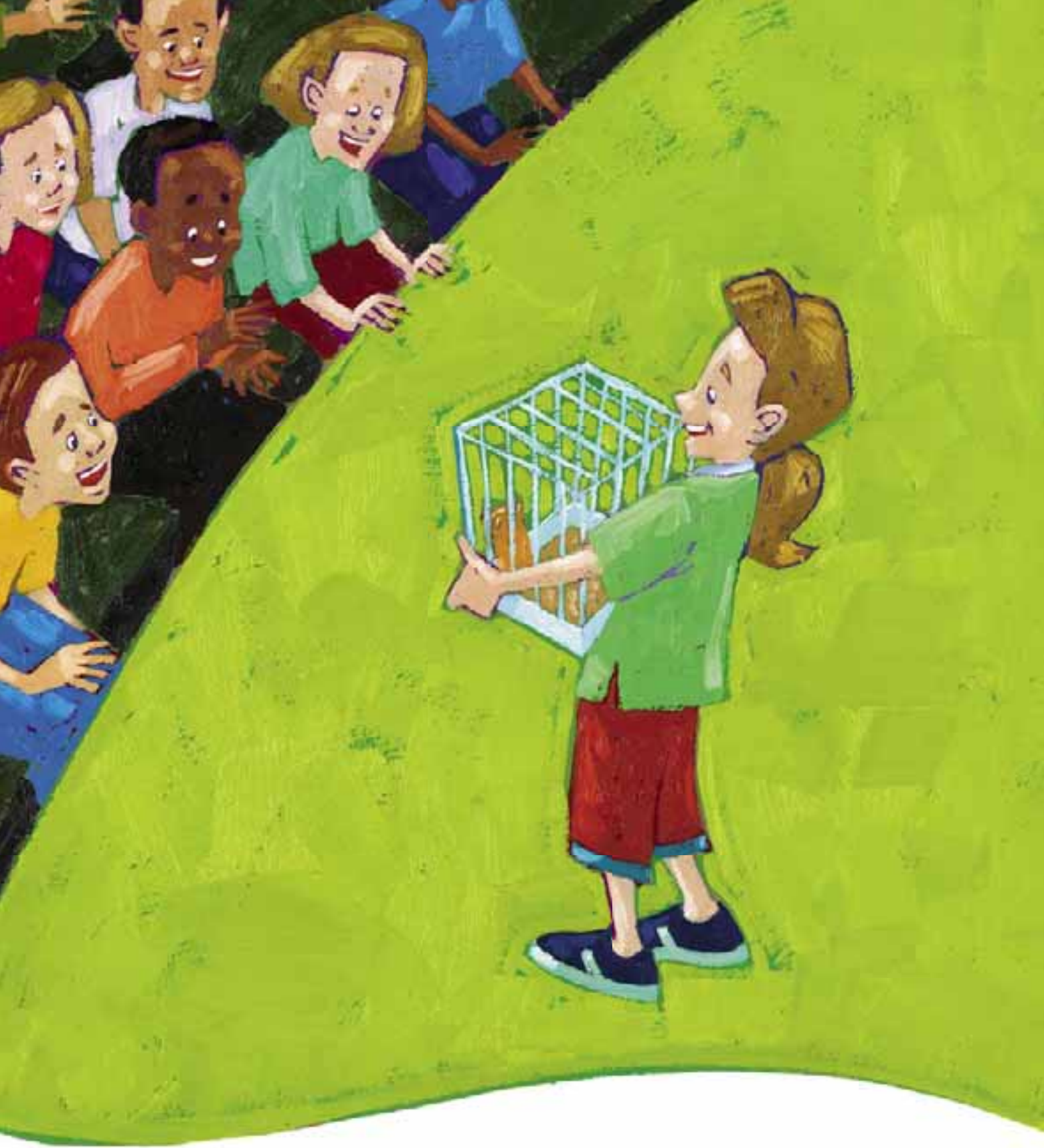
Come see the pet tricks.



Frizz has a **good** trick.



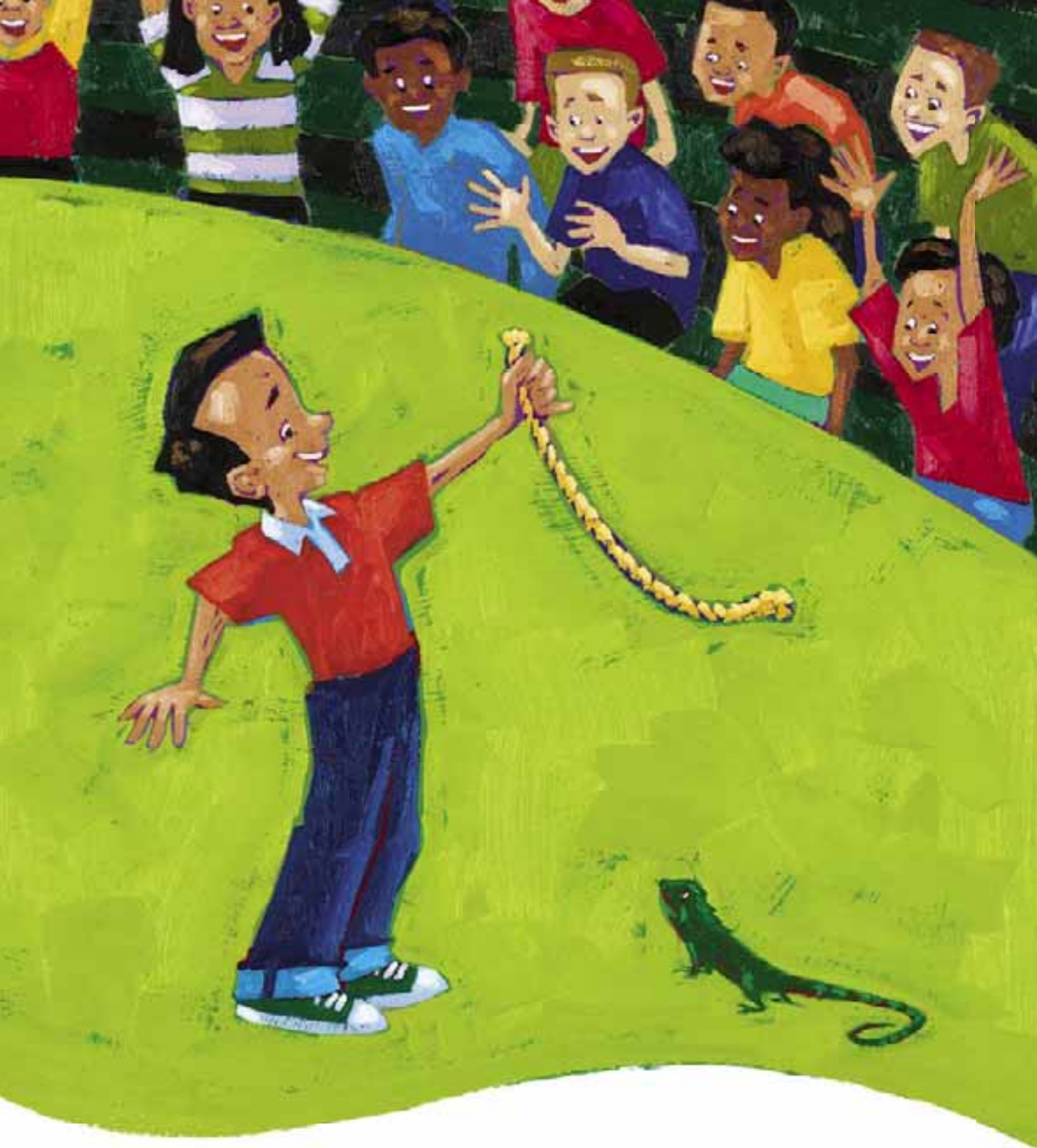
Frizz can jump over a bat.



Ham has a good trick.



Ham can run **on** the track.



Zig has a good trick.



Zig can grab the rope.



Can Kit do a trick?



Kit can not jump over a bat.



Kit will not grab **that** rope.



Kit can kiss!
That is a good trick.

Meet Joe Cepeda's Pets

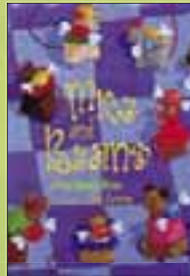
Joe Cepeda says, "My family likes pets. My son has an iguana, a dog, and a frog. Gizzy, his iguana, goes for walks on a leash! We haven't been able to teach our dog any tricks. I think drawing animals is just like drawing people. They're just fuzzier!"



Other books by Joe Cepeda



Find out more about
Joe Cepeda at
www.macmillanmh.com



Illustrator's Purpose

Joe Cepeda wanted to draw friendly pets. Draw a pet you like. Label the pet.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards



Think and Compare

1. Where does the story take place?
2. How are the animals in the story like pets you know?
3. What tricks have you seen other pets do?
4. What tricks might Brad from "Come Down, Brad!" do in a pet show?

Setting	What the Characters Do There



READ TOGETHER

What Pets Need

Science

Genre

Nonfiction gives information about a topic.



Text Feature

A **List** is a series of things written in order.

Content Words

need
living things
care



Find out more about
pets at
www.macmillanmh.com



What do pets **need**?



Like all **living things**, pets need food.
Some pets eat seeds or plants.



Some pets eat meat or fish.
All pets need fresh water.

Caring for My Rabbit

- Give it food.
- Give it water.
- Change the bedding.
- Brush the fur.



Pets need a safe home.

Pets need our love and **care**.

Connect and Compare

Which pet in *Pet Tricks* would you like?

How would you care for it?

Write About a Pet

Writing

Exclamation

An **exclamation** is a sentence that shows strong feeling.

Robert wrote about a dog.



Boo is really smart!

Your Turn

Think about a pet you know.

Make a picture.

Write an exclamation about the pet.



Writer's Checklist

- ☒ Will the reader know how I feel?
- ☒ Does my sentence show strong feeling?
- ☒ Does my **exclamation** end with an exclamation mark?

Your Turn

Think about a pet you know.

Make a picture.

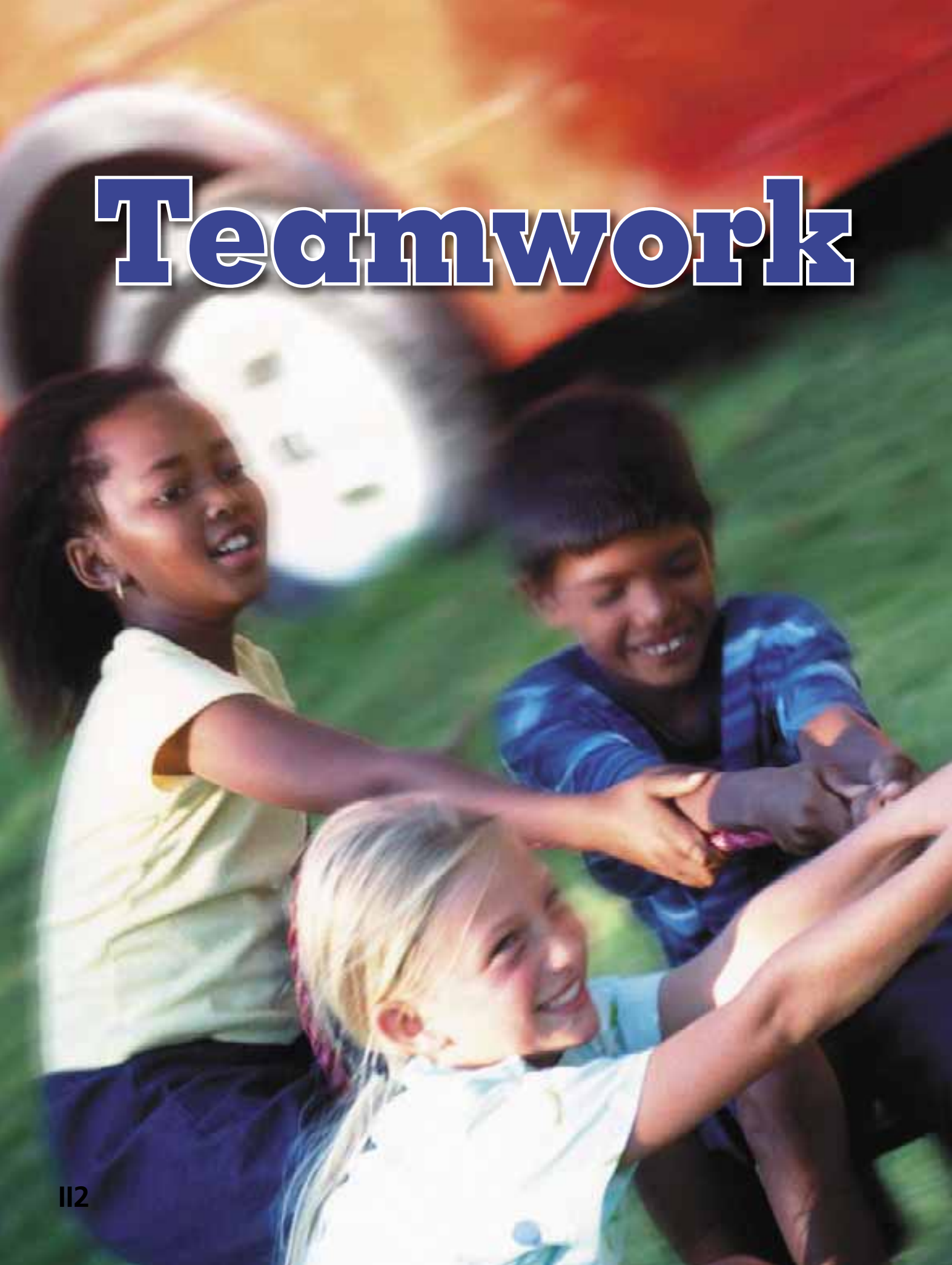
Write an exclamation about the pet.



Writer's Checklist

- ☒ Will the reader know how I feel?
- ☒ Does my sentence show strong feeling?
- ☒ Does my **exclamation** end with an exclamation mark?

Teamwork

A photograph of three children of diverse backgrounds (two Black and one white) sitting on a grassy field, pulling on a rope together in a team-building exercise. In the background, a large, colorful, abstract sculpture is visible. The word 'Teamwork' is overlaid in a large, blue, bold font with a white outline.



Talk About It

How does a team work together?



Find out more about teamwork at www.macmillanmh.com



Words to Know
help
now
use
very

Hank
hands



Read to Find Out

How will Hank
and the girl work
together?



Help for Hank

by Linda B. Ross

illustrated by Elivia Savadier





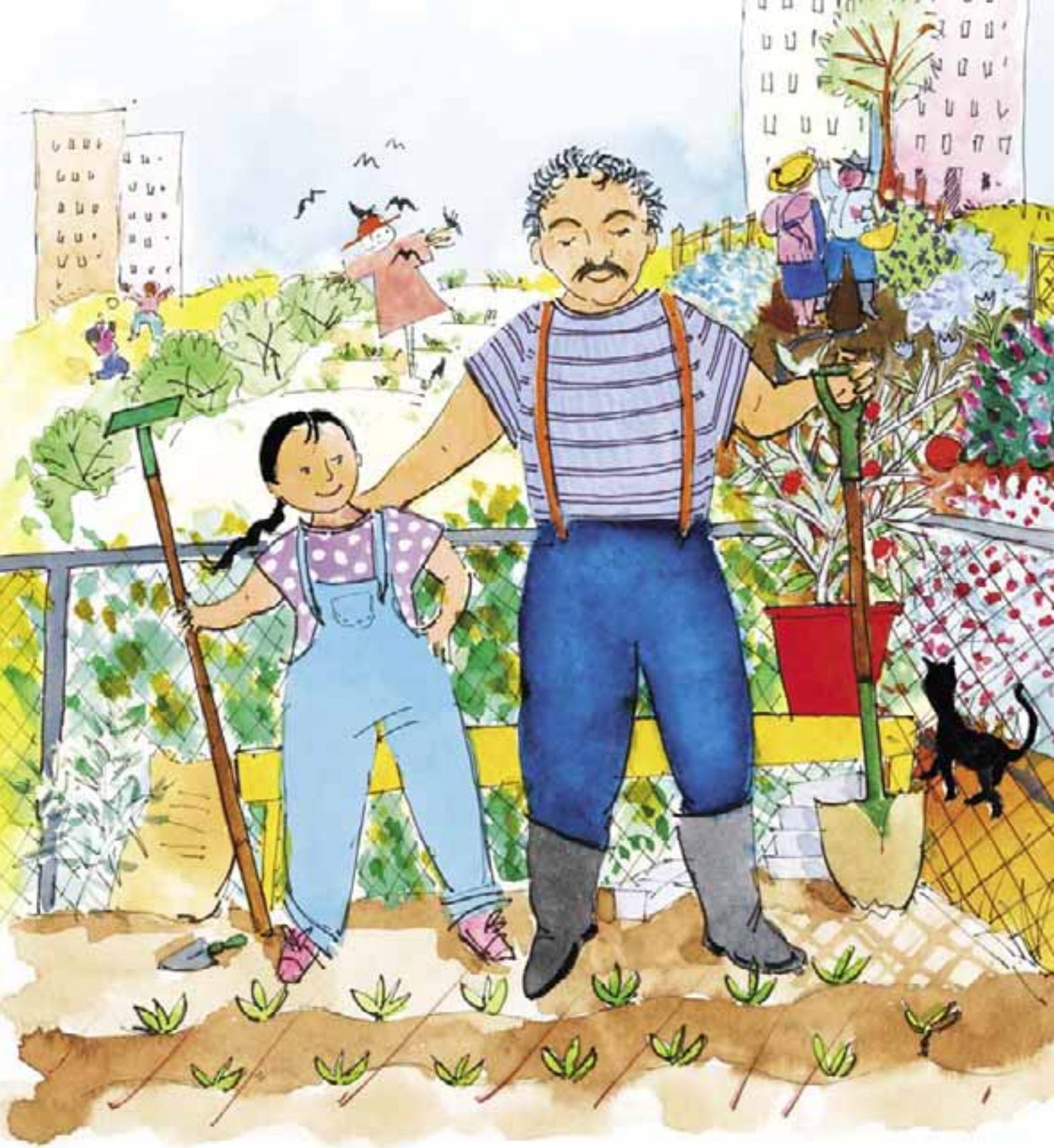
I like to **help** Hank.



I help him dig.



Now I **use** my hands.



It looks **very** good!

Comprehension

Genre

Nonfiction gives information about a topic.



Text Structure

Author's Purpose

As you read, use your **Author's Purpose Chart**.

Clue	Clue
↓	↓
Author's Purpose	

Read to Find Out

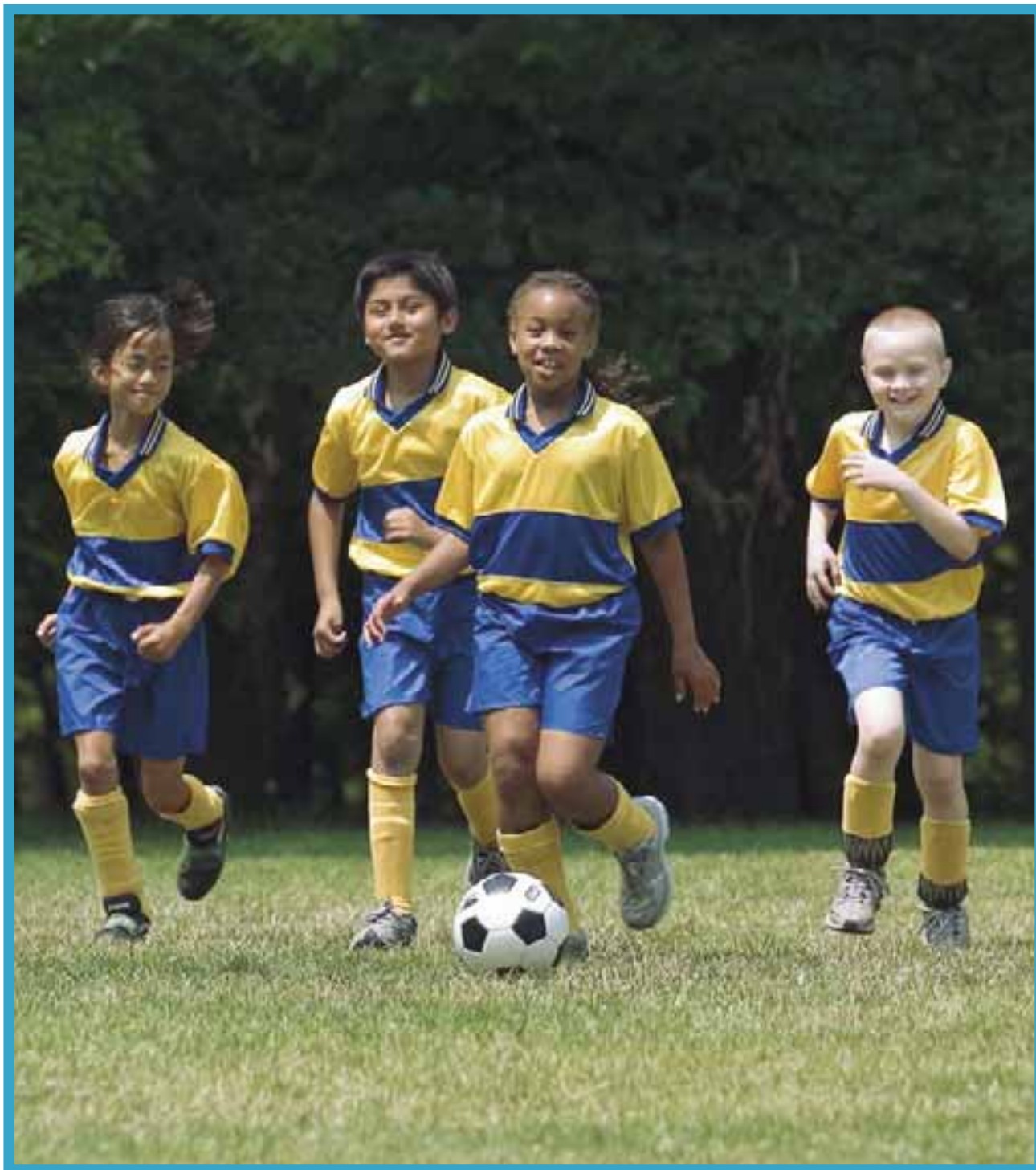
Why did the author write *Soccer*?



Soccer

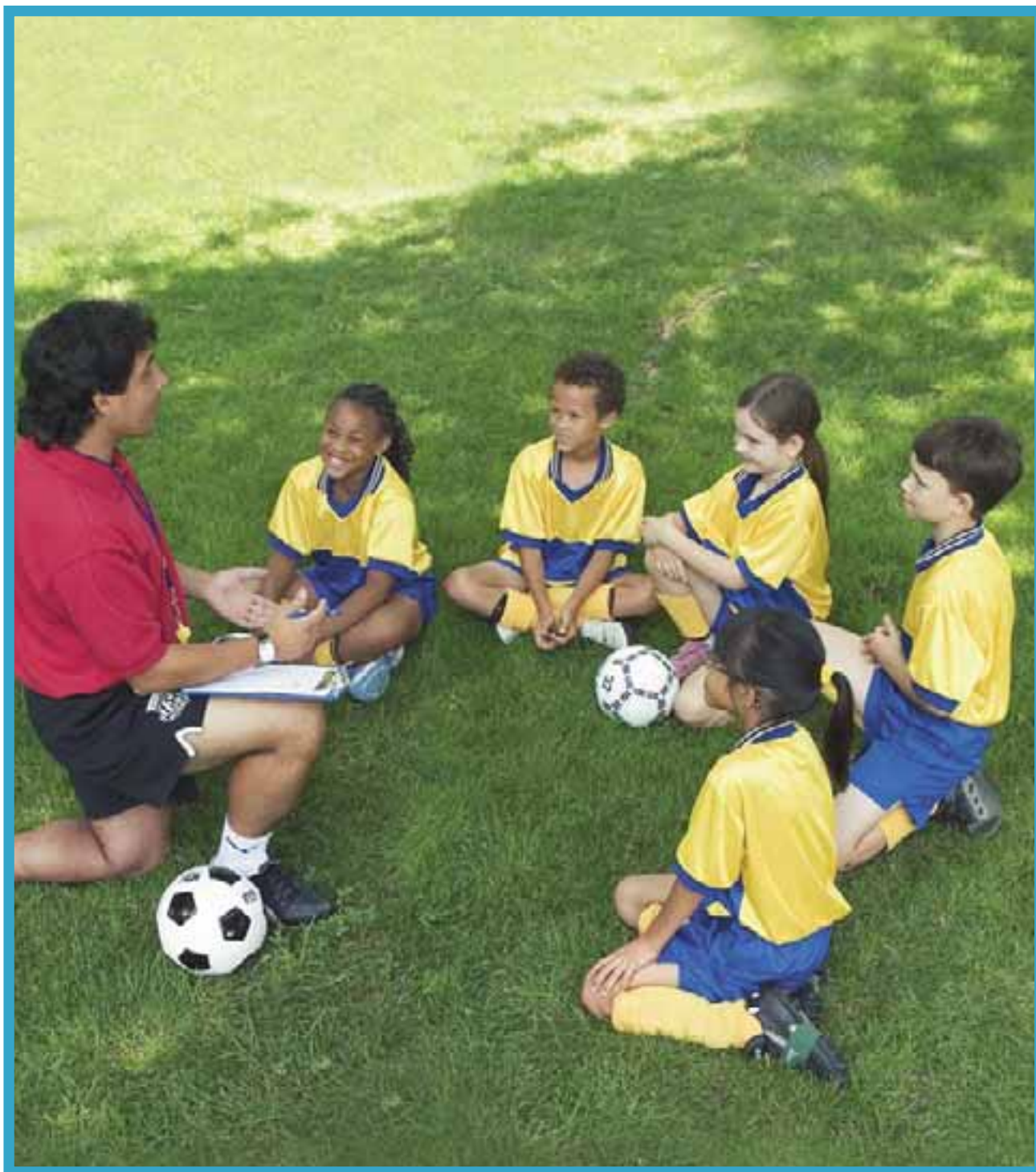


by Patrick Lee
photographs by
Ken Cavanagh



We play soccer.





Frank will **help**.
We like Frank.

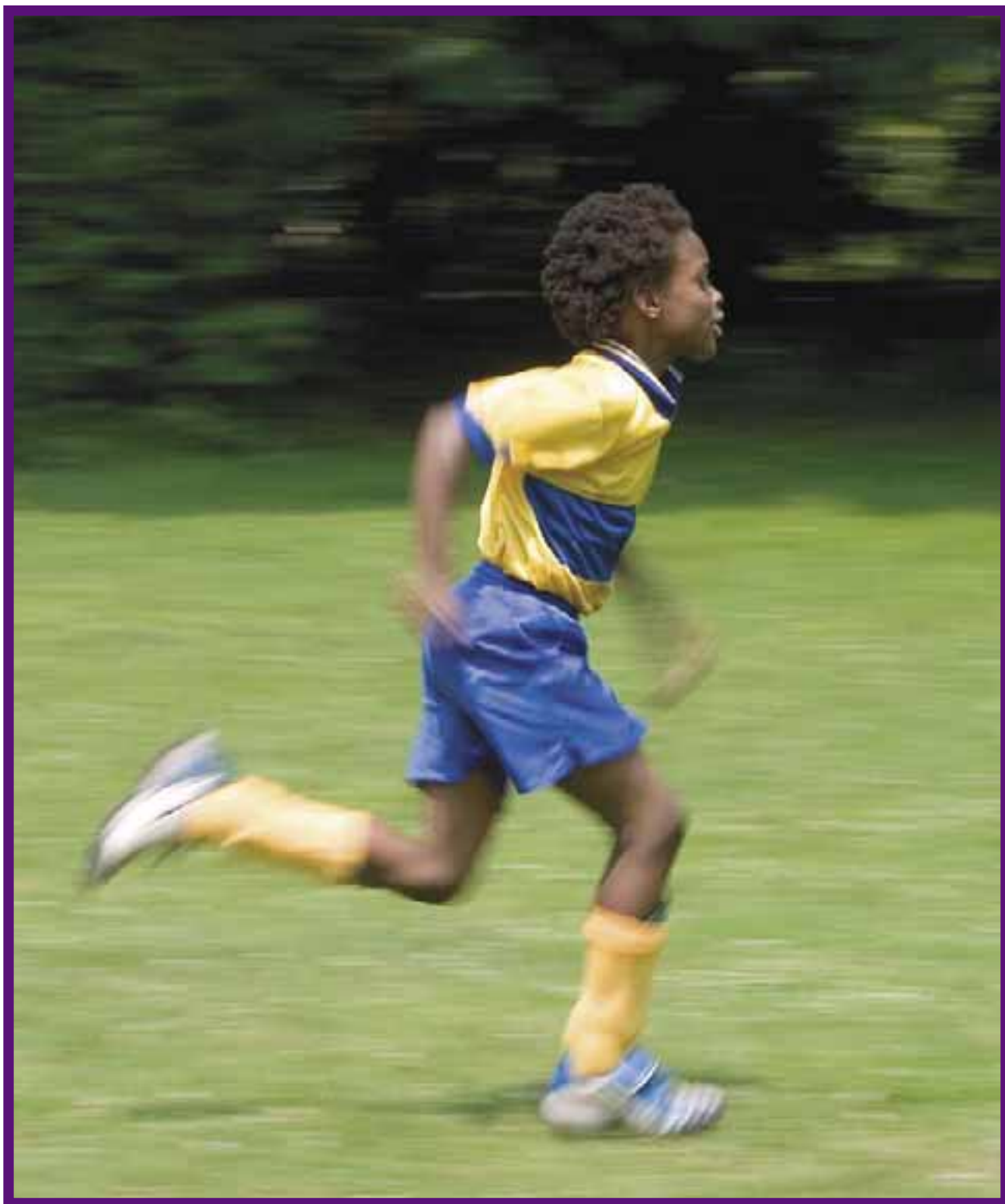


We run and run.

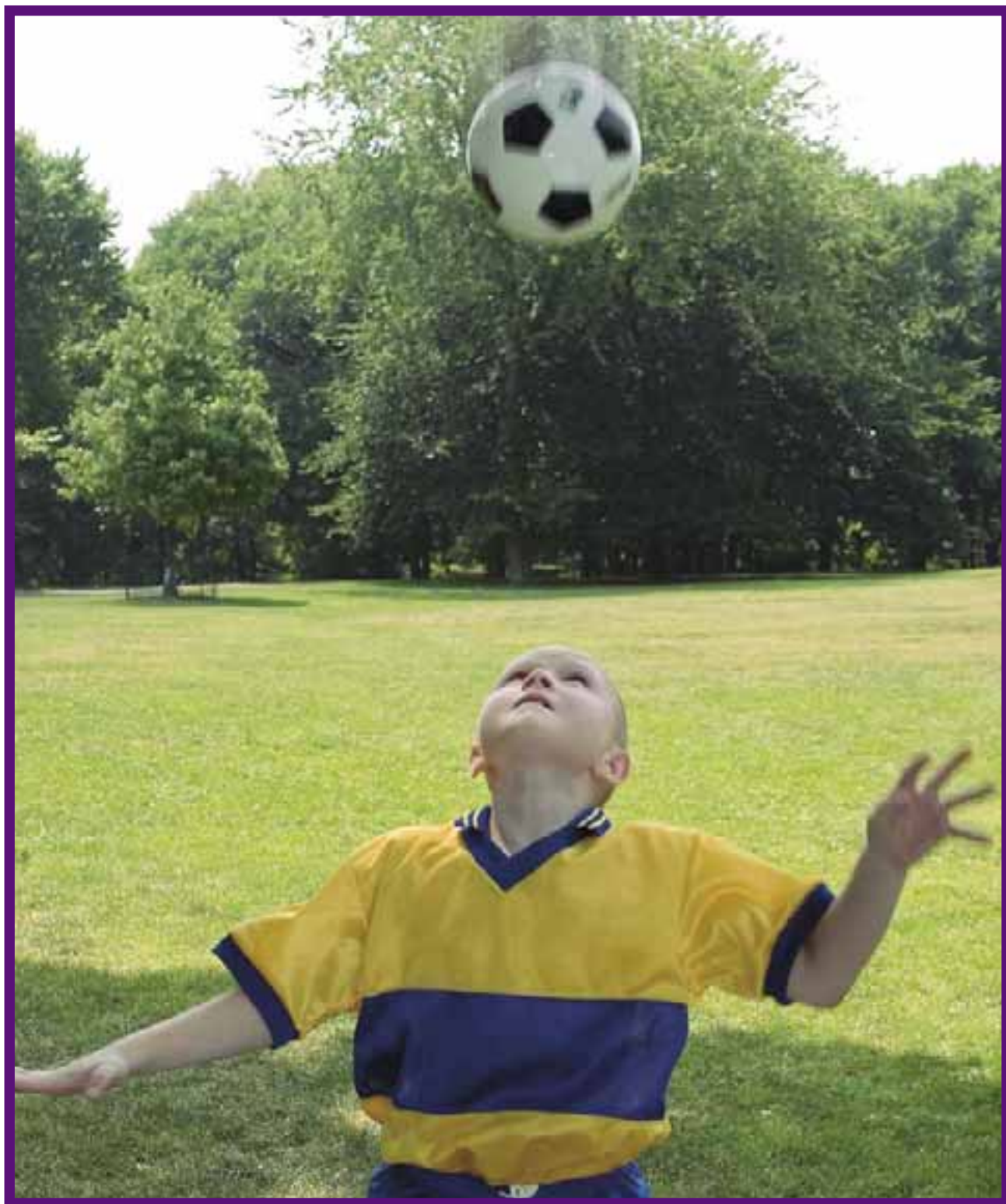




I run and kick.



I run **very** fast.

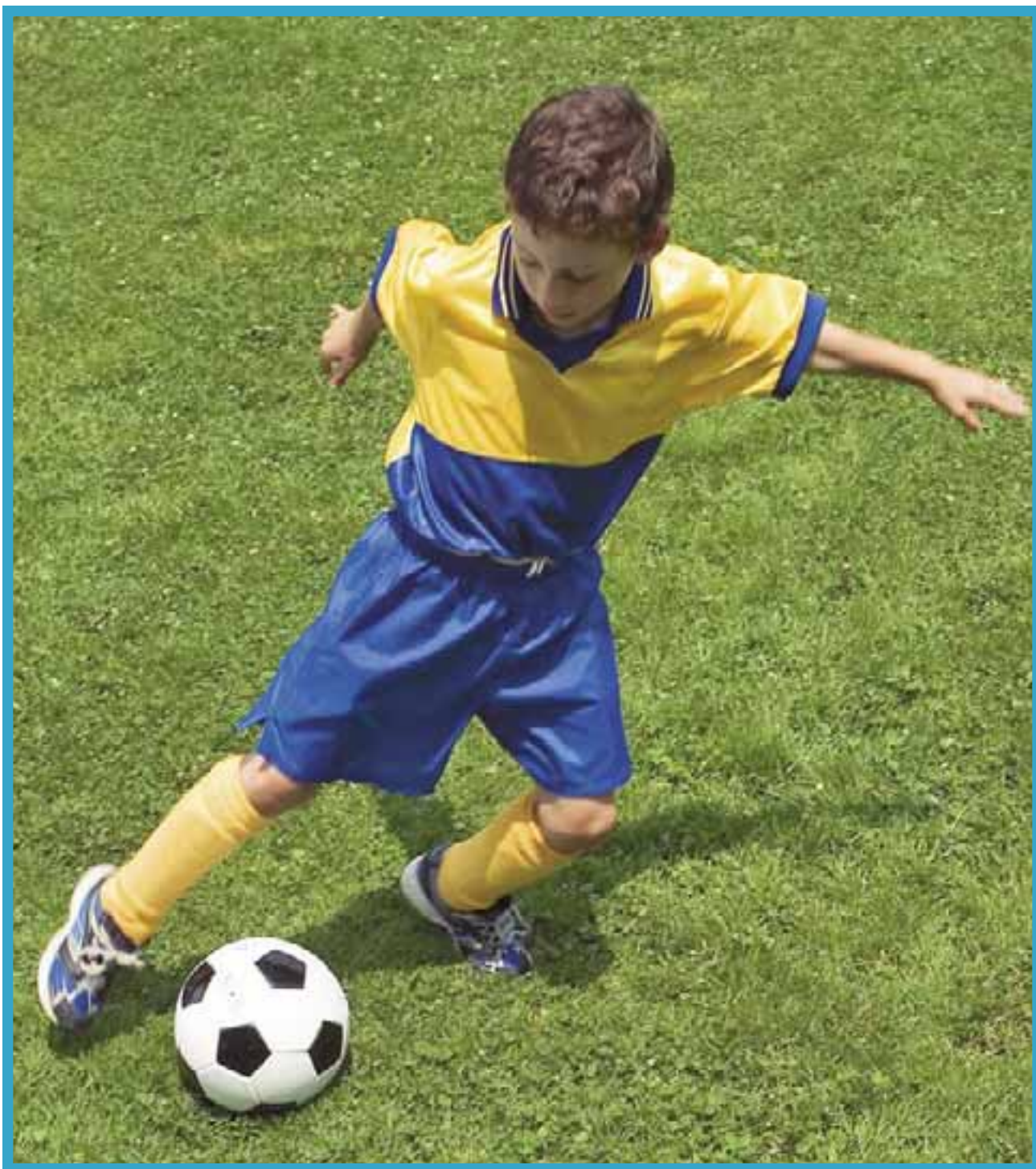


I can not **use** my hands.





I kick the ball.
I pass it to Jill.

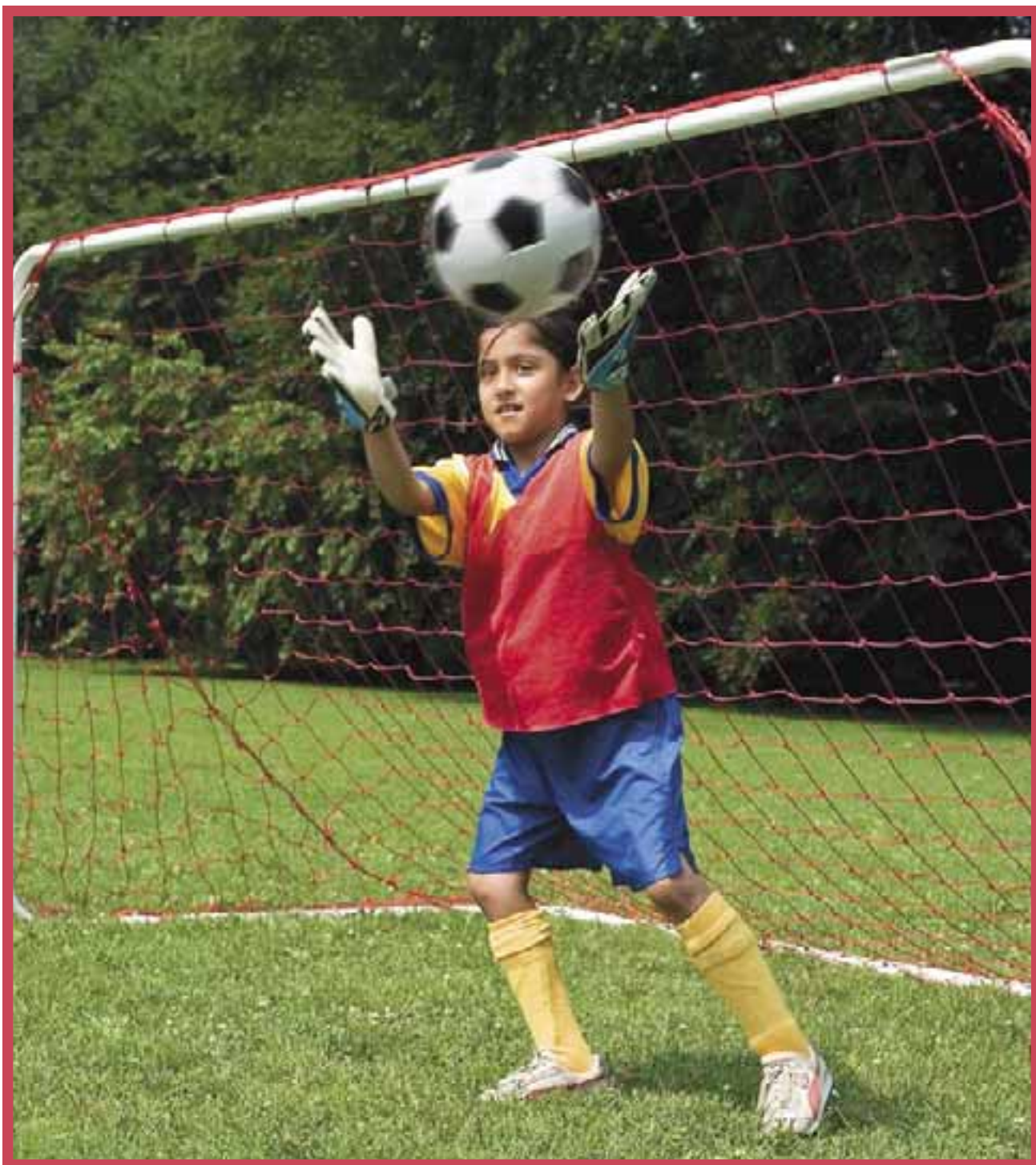


Now I zig and zag.
I am fast.



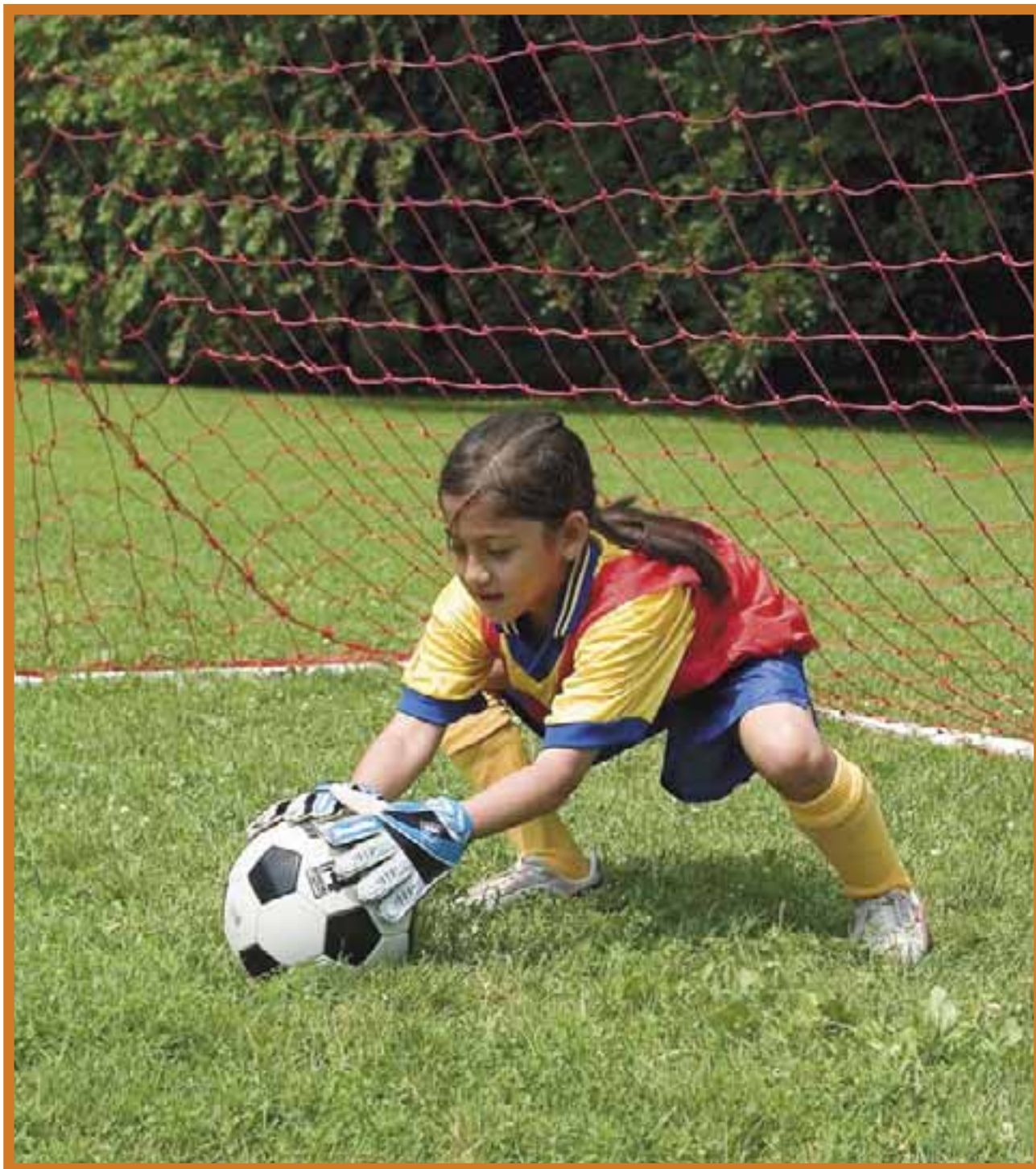


I can use my hands.
I am very quick.

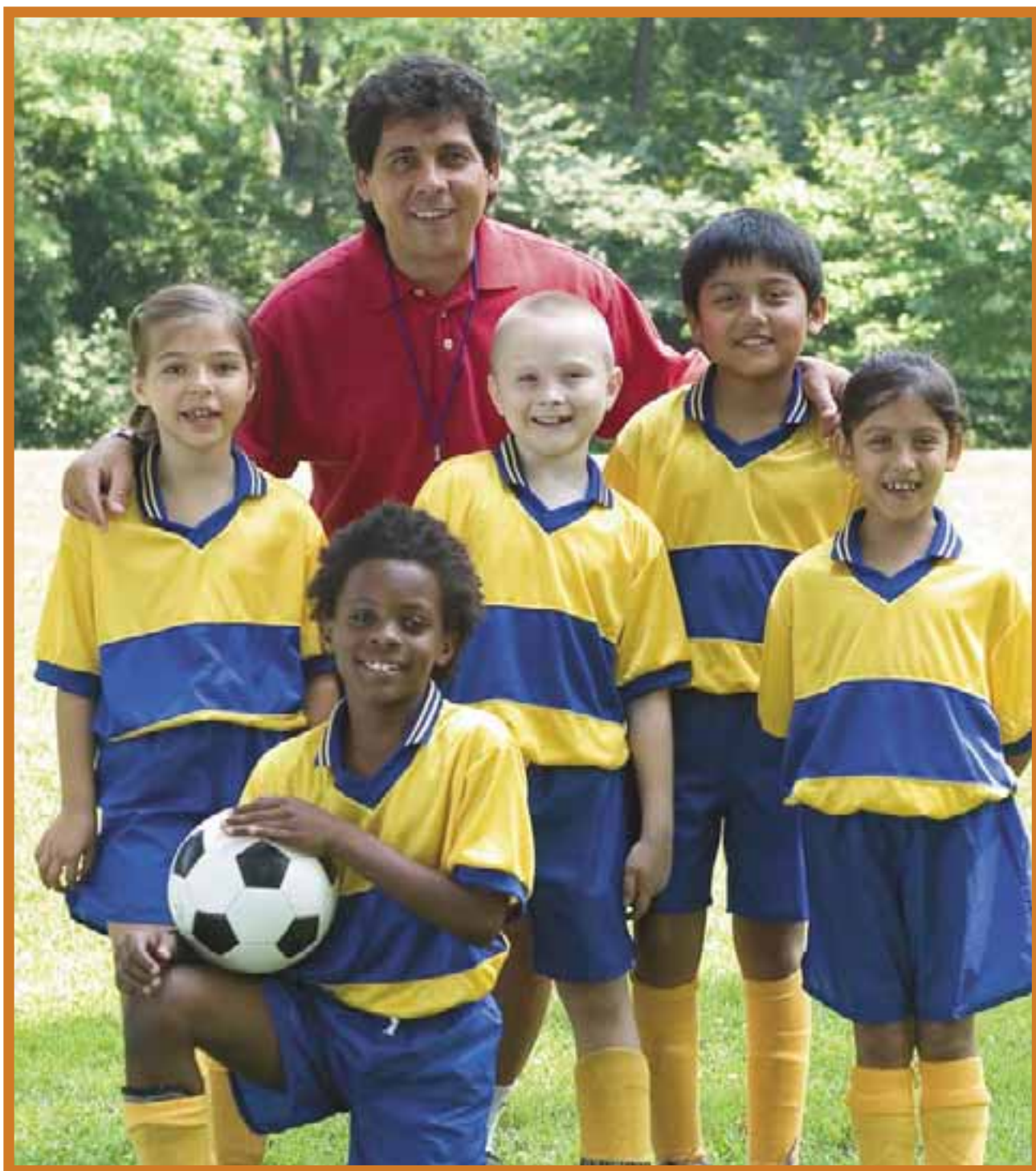


Now I grab the ball.





The ball lands in the grass.
It was a very good grab.



Now the game is over.
We like soccer!



Meet the Photographer

Ken Cavanagh says, "Many photographers like to take pictures of one or two things, like sports or family events. I enjoy taking pictures of many things. Besides sports, I like to take pictures of people, places, and nature."



Find out more about
Ken Cavanagh at
www.macmillanmh.com

Photographer's Purpose

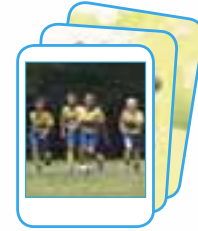
Ken Cavanagh wanted to show how soccer is played. Draw someone playing a sport. Label the picture.



Comprehension Check

Retell the Selection

Use the Retelling Cards to retell the selection.



Retelling Cards

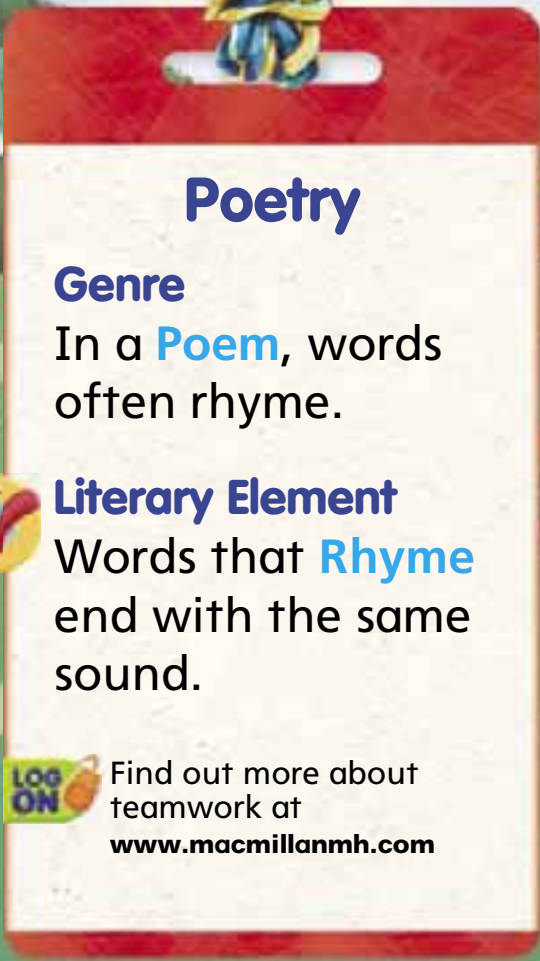
Think and Compare



1. What did the author want you to learn from the selection?
2. What games do you like to play? Why do you like them?
3. How do soccer players work as a team?
4. How does the soccer team use teamwork like Hank and the girl in "Help for Hank"?

Clue	Clue
↓	↓
Author's Purpose	





Poetry

Genre

In a **Poem**, words often rhyme.



Literary Element

Words that **Rhyme** end with the same sound.



Find out more about teamwork at
www.macmillanmh.com

READ TOGETHER

Guess What!

by Michael R. Strickland



Black and white
Kicked with might
Smooth and round
Air bound
Passed and rolled
Toward the goal
Rise and fall
A soccer ball.

Connect and Compare

What do both Soccer and "Guess What!" tell about how to play soccer?



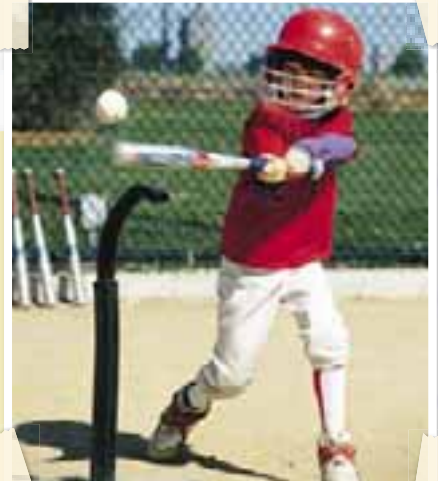
Writing

Writing Sentences

A **sentence** begins with a capital letter and ends with a special mark.

Write About a Sport

Pat wrote about baseball.



Baseball is the best sport.

I like to hit the ball.

Your Turn

Pick your favorite team sport.

Draw a picture.

Write about why it is
the best sport.



Writer's Checklist

- ☒ Did I tell why I like the sport?
- ☒ Does each **sentence** tell a complete thought?
- ☒ Does each sentence begin with a capital letter?



Test Strategy

Right There

The answer is right there on the page.

Jill and Nat



Jill is six.

She likes to dig.

She plays in the sand.





Nat is six, too.

He likes to ride.

He can go up the hill.

Tip

Look for
key words.

Directions:
Answer the questions.

1. What does Jill like to do?

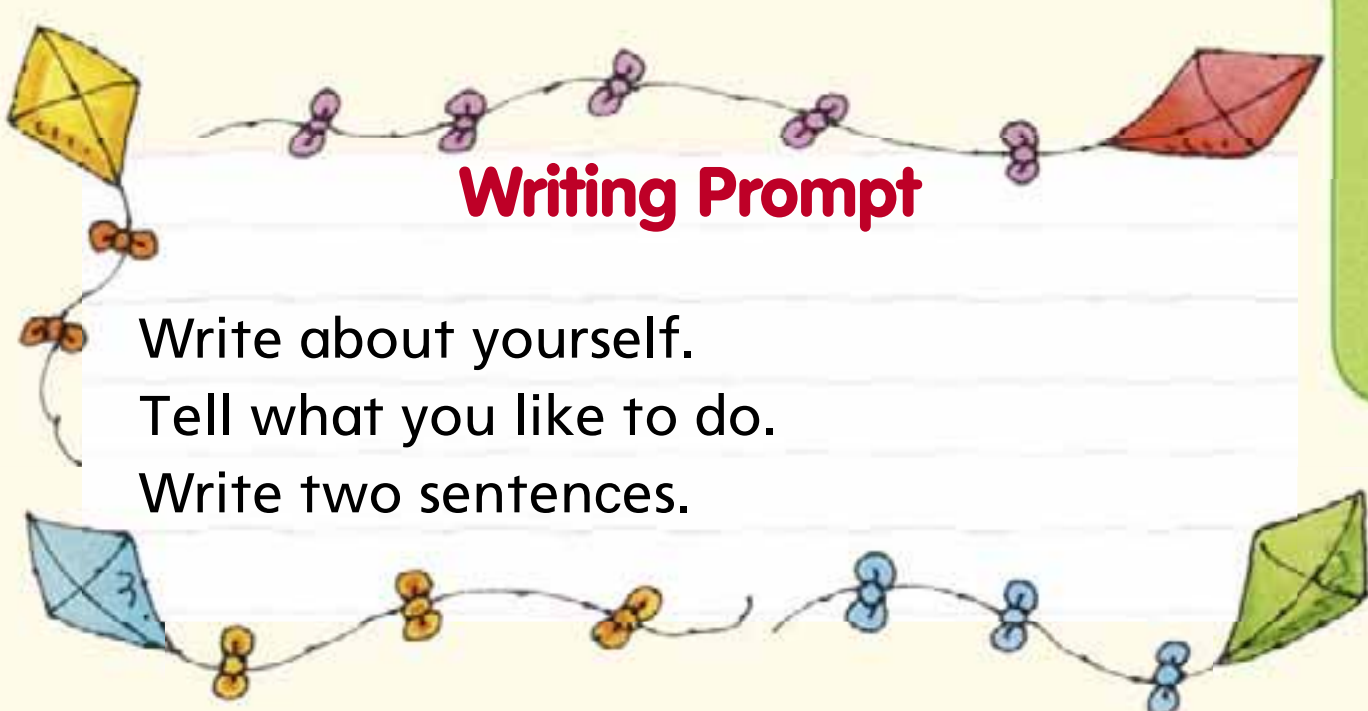
☐☐☐

2. What does Nat like to do?

☐☐☐

3. Where can Nat ride?

- ☐ up the hill
- ☐ in the sand
- ☐ in the house



Writing Prompt

Write about yourself.
Tell what you like to do.
Write two sentences.

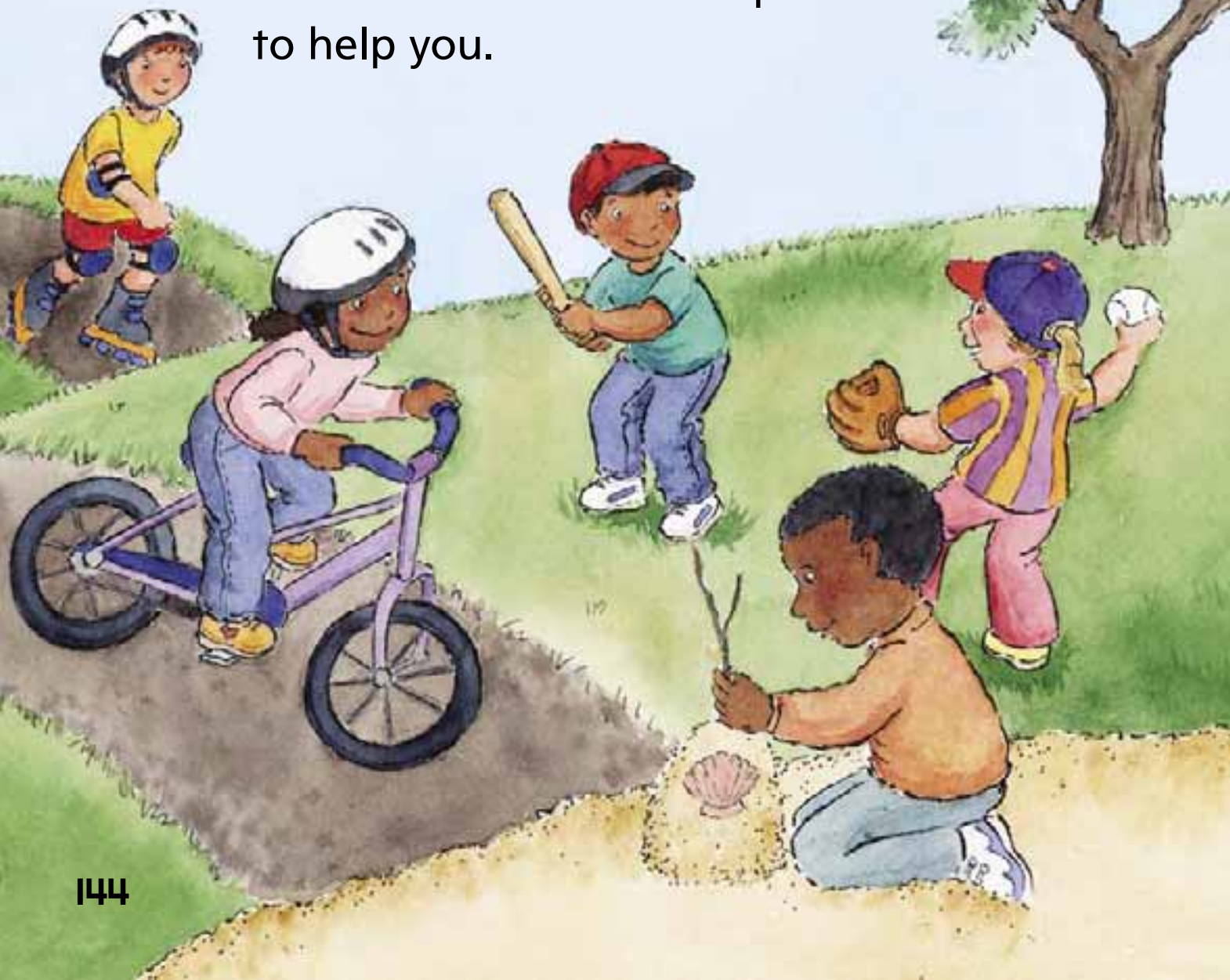




Glossary

What is a Glossary?

A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. There is a picture to help you.



Sample Entry

Letter

M m

Main Entry

Sentence

matI wipe my feet on the **mat**.

Bb

bat

I hit the ball with my **bat**.



Dd

dig

We can **dig** in the sand.



Ff**fast**I run **fast**.**fly**Birds **fly** in the sky.

Gg

grab

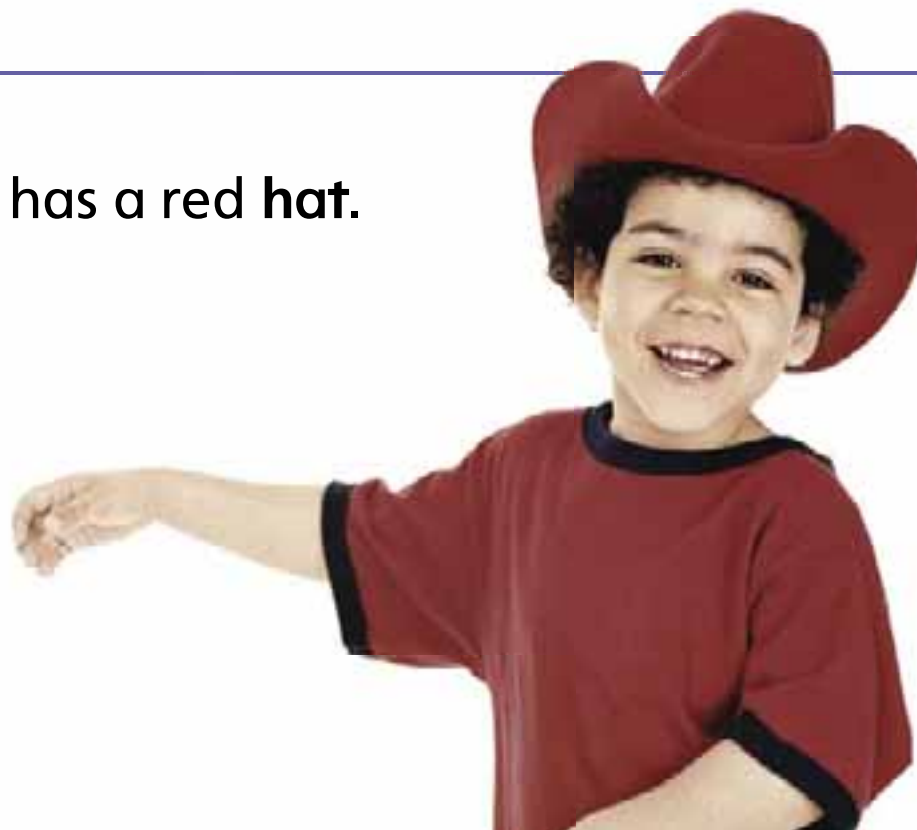
Grab the kitten before it gets away.



Hh

hat

The boy has a red **hat**.



help

Amy gets **help** from her dad.

**Mm****mat**

I wipe my feet on the **mat**.



Nn

nap

Jill takes a **nap** on the couch.



Pp

pet

I love my **pet** dog.



Rr

ride

I go for a **ride** on my bike.



Tt

track

My truck can go on the **track**.



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A Reading/Language Arts Program

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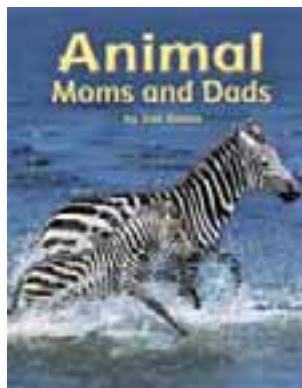
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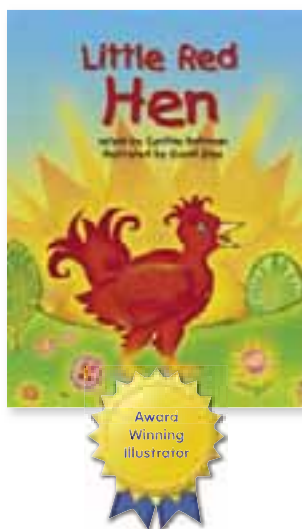
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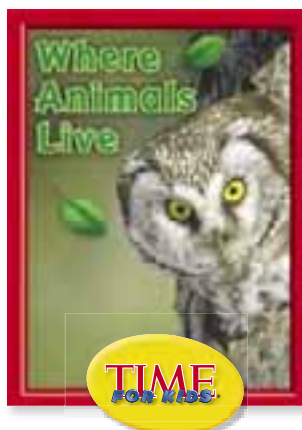
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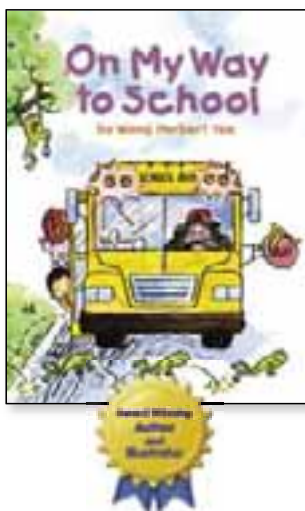
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Talk About It

How are animal families like our families?



Find out more about animal families at www.macmillanmh.com

Animal Families

Words to Know

one
her
two
they
does

frog
hop
rock



Read to Find Out

What do frogs
like to do?

One Frog, Two Frogs

by Lucy Paris





One little frog likes to jump.
Look at **her** hop!



Two little frogs like to sit.
They sit on a rock.



One little frog likes to look.
What **does** she see?



Two little frogs like to play.
Will they play with me?

Comprehension

Genre

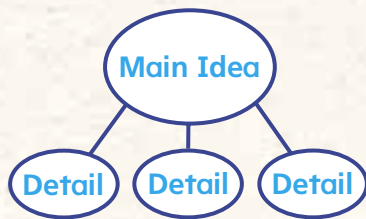
Nonfiction gives information about a topic.



Summarize

Main Idea and Details

As you read, use your **Main Idea** and **Details Web**.

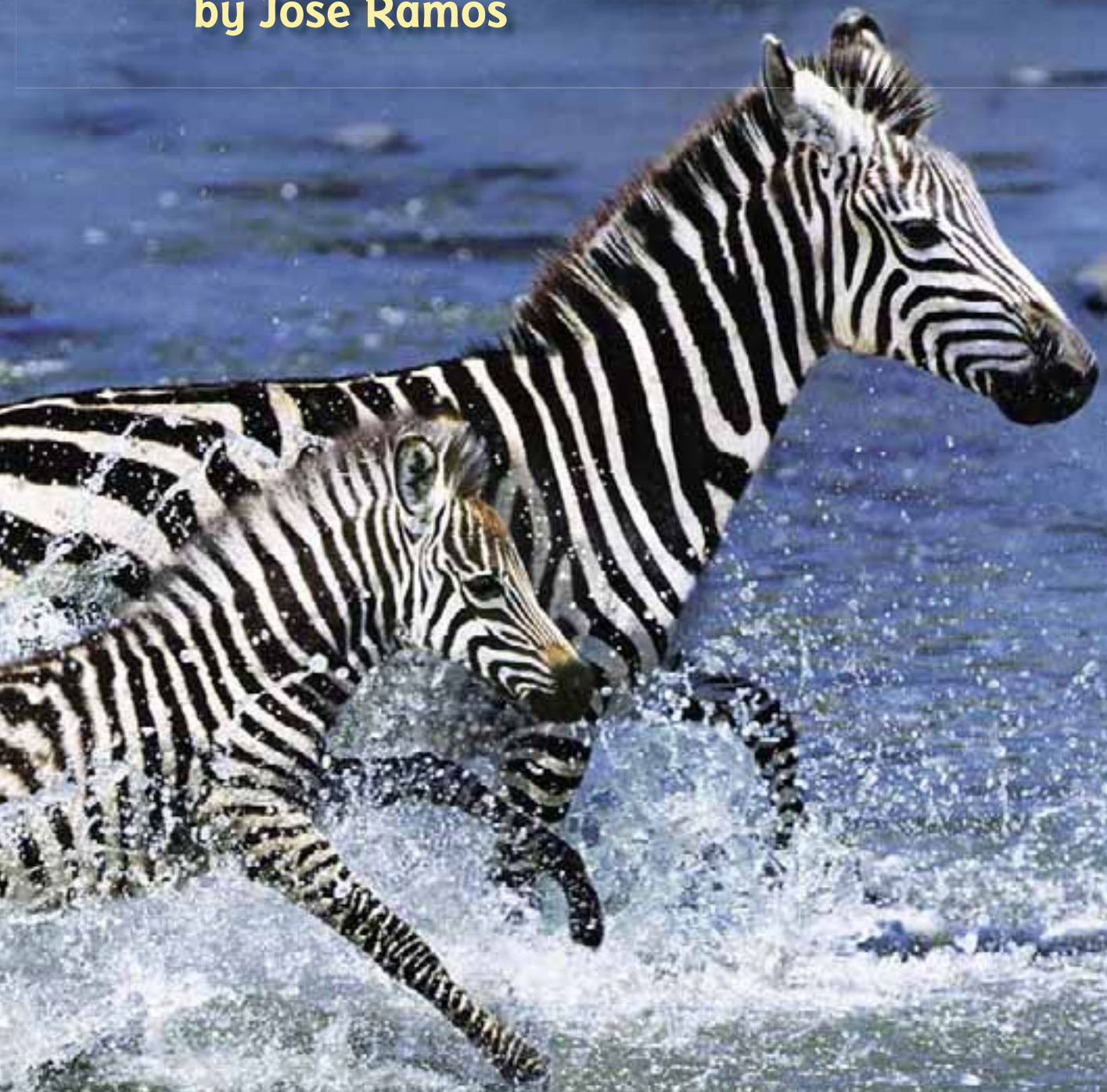


Read to Find Out

What do animal moms and dads do?

Animal Moms and Dads

by Jose Ramos





What do animal moms do?
This mom **does** a lot.



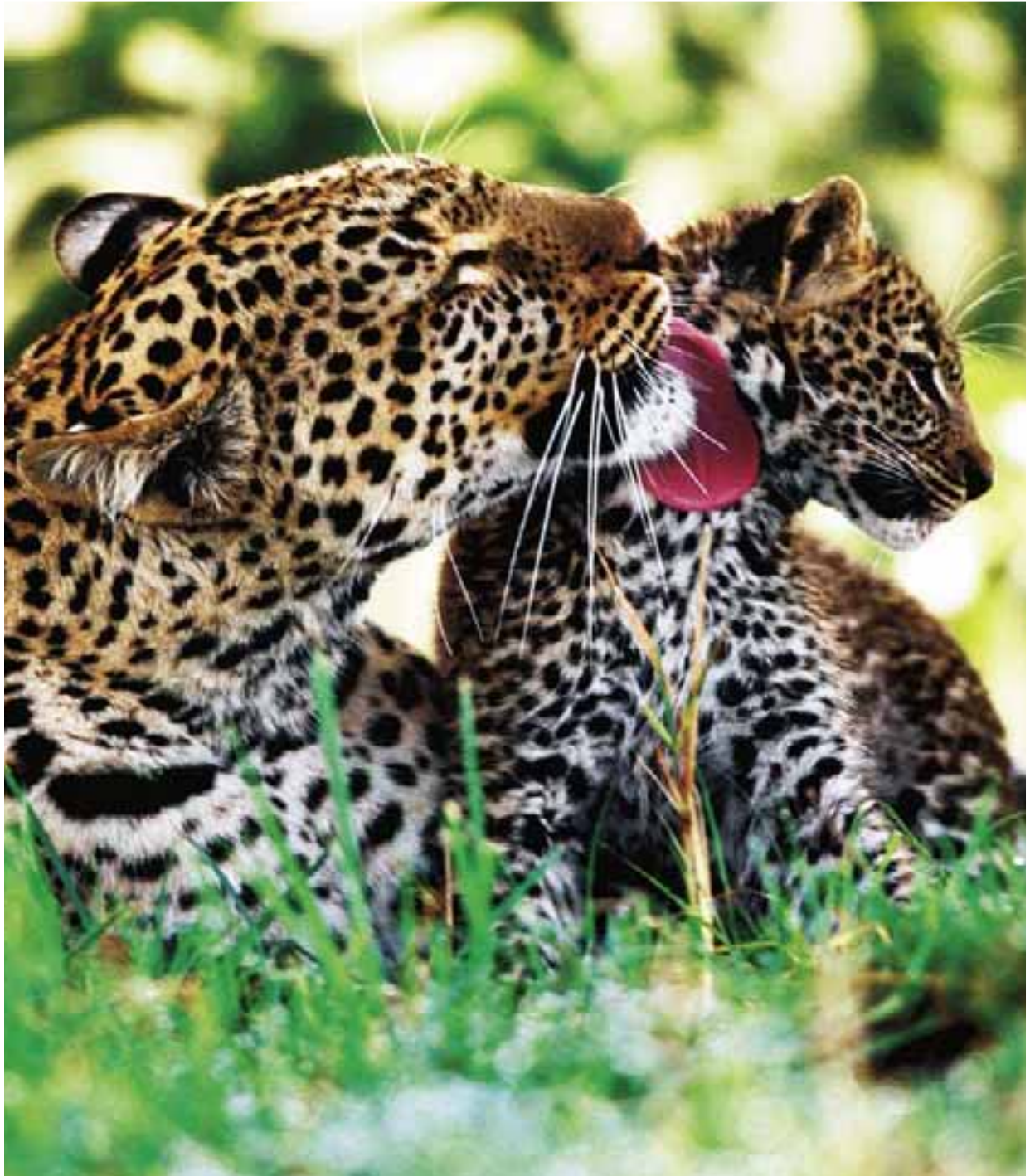
What do animal dads do?
This dad does a lot, too.



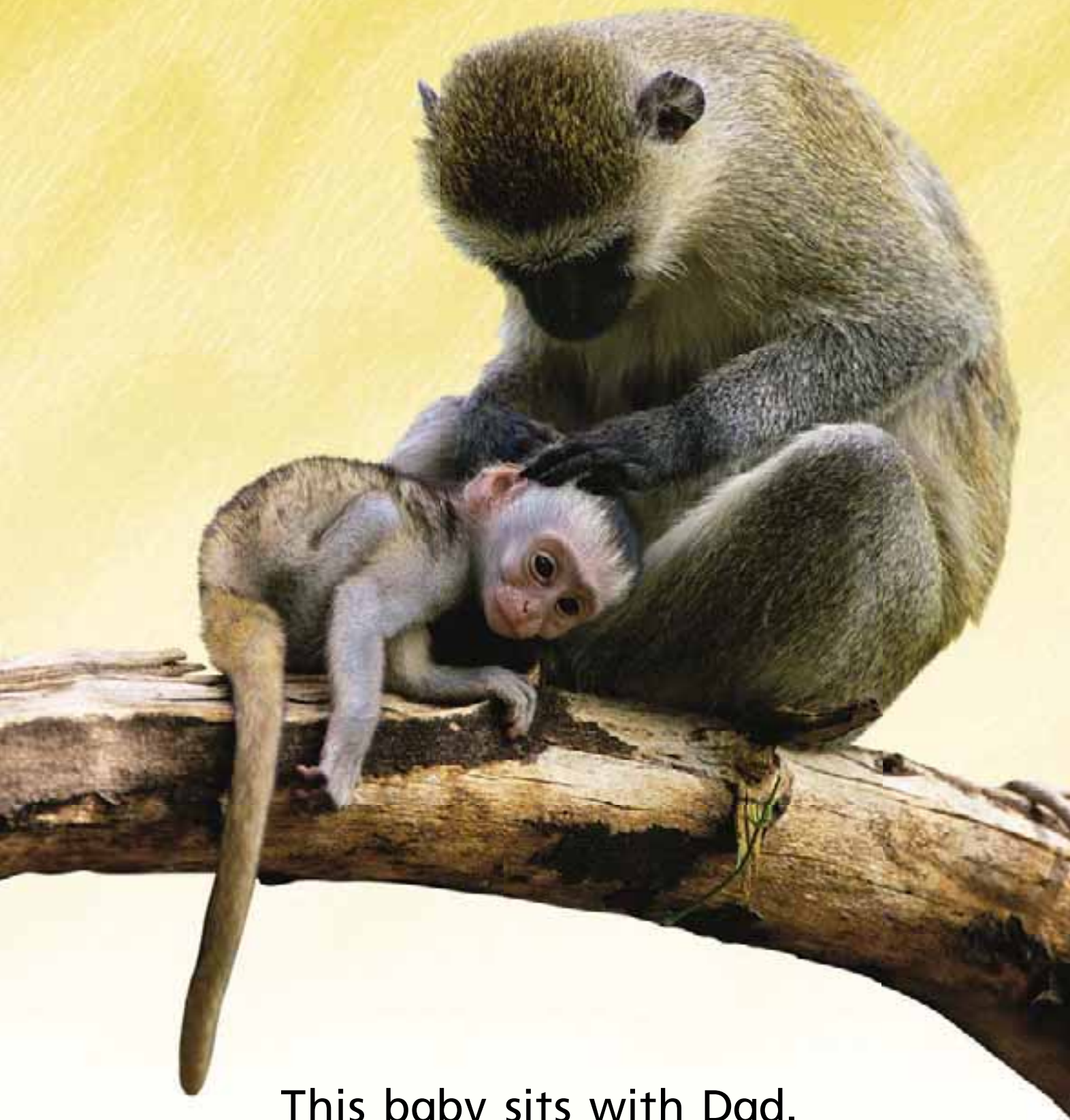
This mom has food.
Her baby can grab it.



This dad brings food for **two**.
Dad and baby like it a lot!



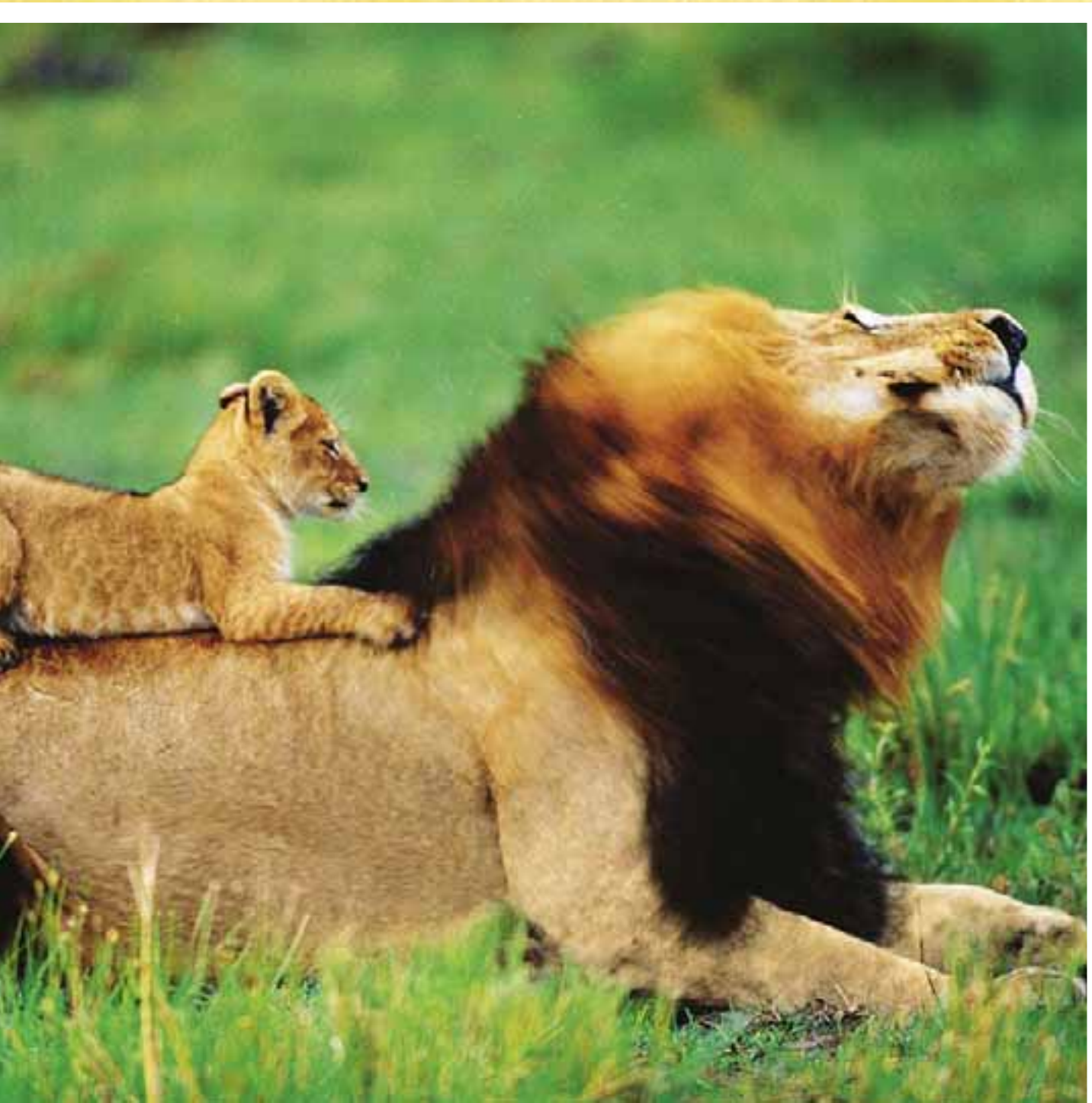
This mom licks.
Now her baby is soft.



This baby sits with Dad.
Dad will pick off bugs.



This baby is in Mom's sack.
They will hop, hop, hop.



This dad has a big back.
His baby is on top.



See what this mom and dad did.
It was a big job!



Can you see **one** baby?
Can you see two?



What can animal moms and dads do?



They can play, too!

Meet Jose Ramos

Jose Ramos says, "When I was young, my dad took me to the zoo. I wanted to take a photo of every monkey I saw! Today, I'm a dad. I take my kids to the zoo. We take pictures of our favorite animals."



Author's Purpose

Jose Ramos wanted the reader to learn about animals. Draw an animal with its mom and dad. Write about it.



Find out more about Jose Ramos at

www.macmillanmh.com



Comprehension Check

Retell the Selection

Use the Retelling Cards to retell the selection.

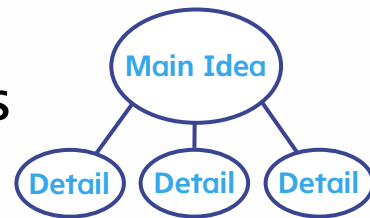


Retelling Cards

Think and Compare



1. How do animal moms and dads take care of their babies?
2. How do the grownups in your family take care of you?
3. How do other animals you know take care of their babies?
4. How is *Animal Moms and Dads* like "One Frog, Two Frogs"? How is it different?



Poetry

Genre

In a **Poem**, words are often put together so that they are fun to say.



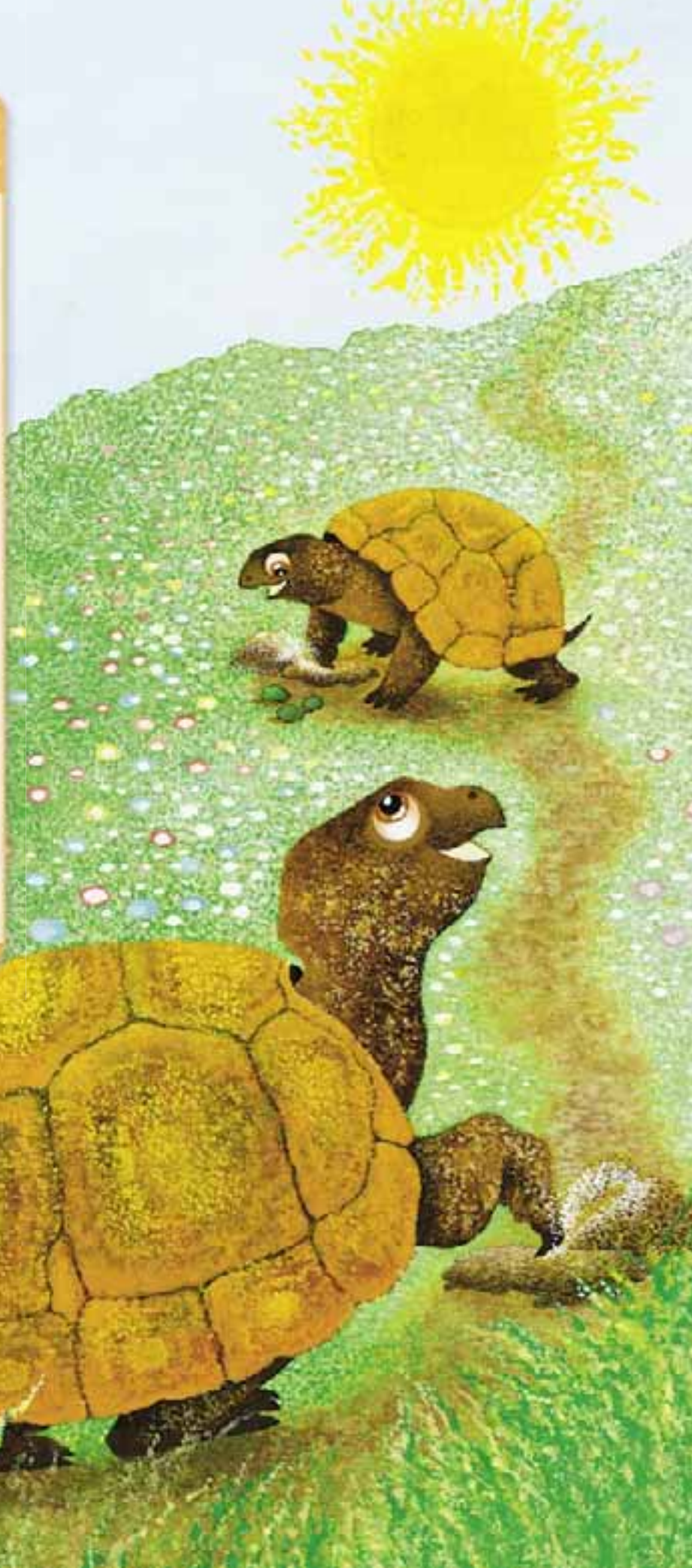
Literary Element

Rhythmic Patterns

are sounds and words that repeat. These give the poem a certain beat.



Find out more about animal families at www.macmillanmh.com



READ TOGETHER

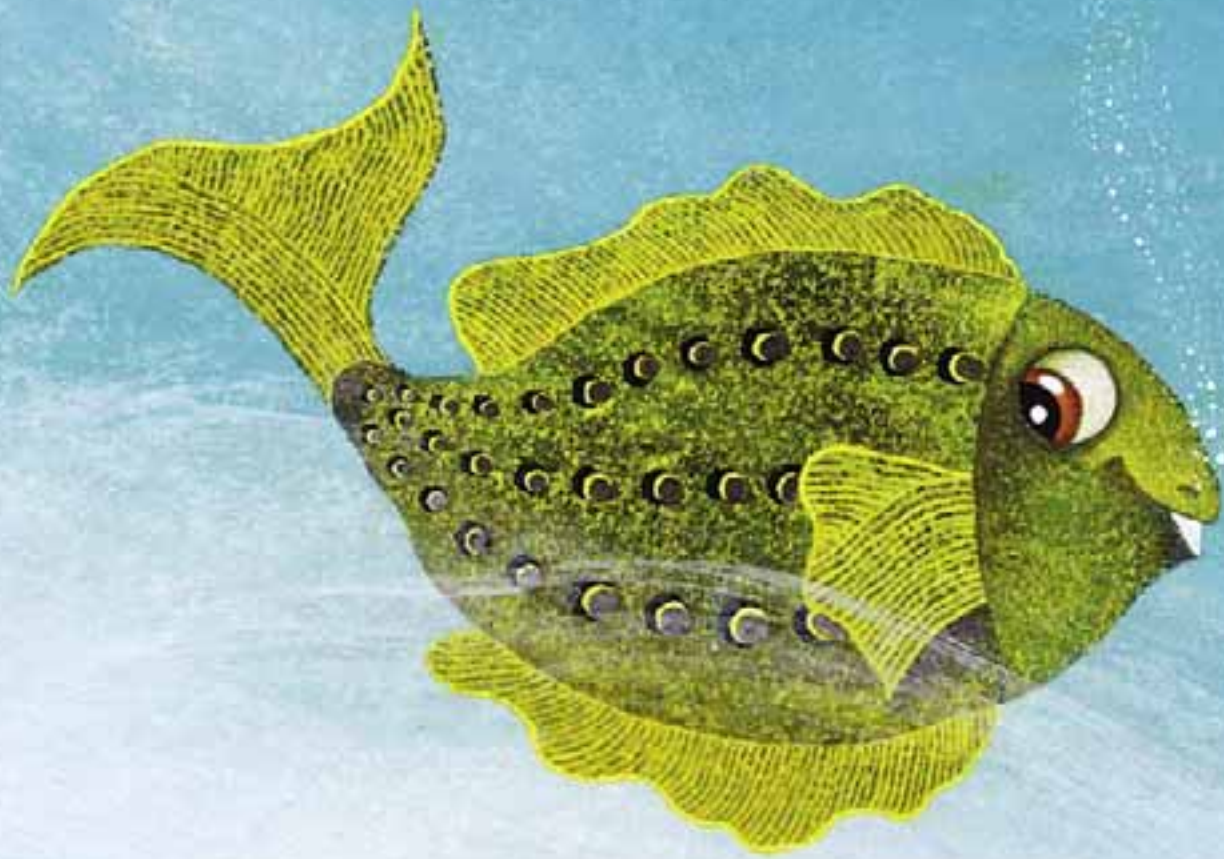
Over in the Meadow

An Old Counting Rhyme

Over in the meadow,
In the sand in the sun,
Lived an old mother turtle
And her little turtle one.
“Dig,” said the mother.
“I dig,” said the one.
So they dug all day
In the sand in the sun.

Over in the meadow,
Where the stream runs blue,
Lived an old mother fish
and her little fishes two.





“Swim,” said the mother.
“We swim,” said the two.
So they swam all day
Where the stream runs blue.



Over in the meadow,
In the wide oak tree,
Lived an old mother owl
And her little owls three.
“Whoo,” said the mother.
“Whoo, Whoo” said the three.
So they whooded all night
In the wide oak tree.





Connect and Compare

How are these moms and babies like the parents and babies in *Animal Moms and Dads*? How are they different?

Write About Families

Writing

Nouns

A **noun** names a person, place, or thing.

Sam wrote about what some families do.



What Families Do

Families can help each other.

Families can play together.

Your Turn

Think about how your family takes care of you.

Write about how families take care of each other.



Writer's Checklist

- ☒ Does my list have a title?
- ☒ Do I write about my family?
- ☒ Does each sentence have a **noun**?

Your Turn

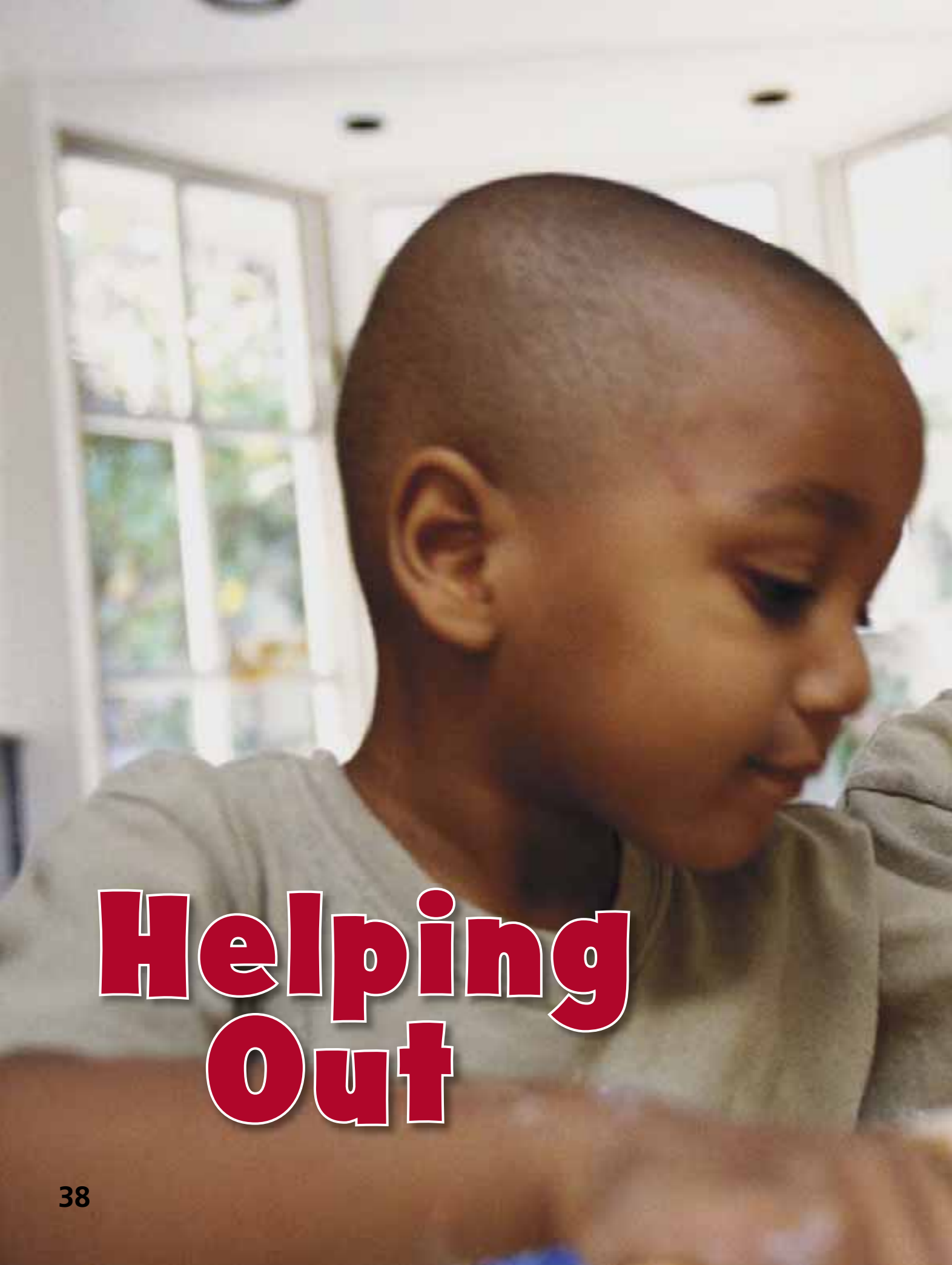
Think about how your family takes care of you.

Write about how families take care of each other.

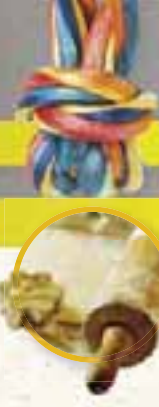
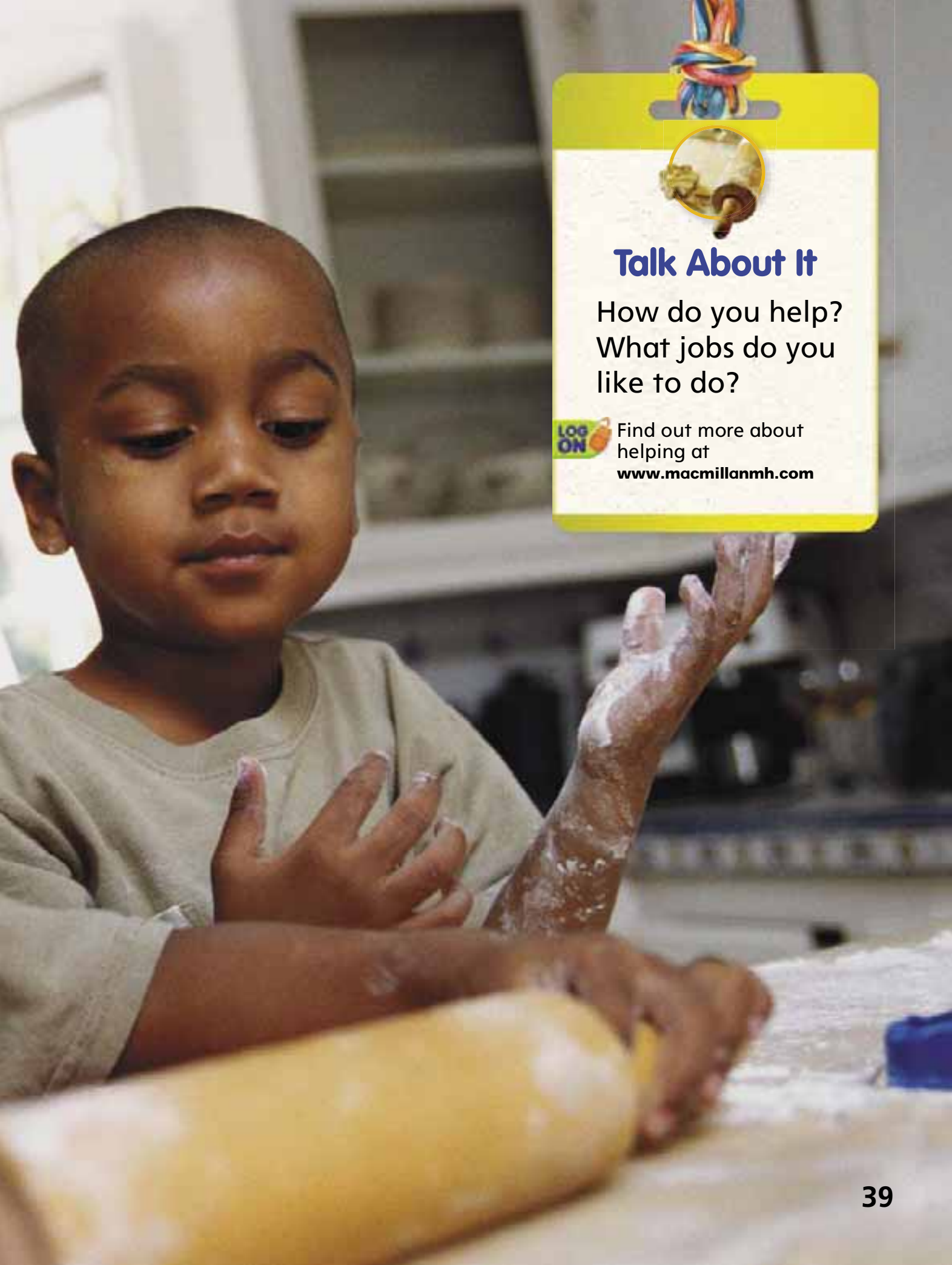


Writer's Checklist

- ☒ Does my list have a title?
- ☒ Do I write about my family?
- ☒ Does each sentence have a **noun**?



Helping Out



Talk About It

How do you help?
What jobs do you
like to do?



Find out more about
helping at
www.macmillanmh.com

Words to Know
who
no
some
of
eat

mess
help
get



Read to Find Out

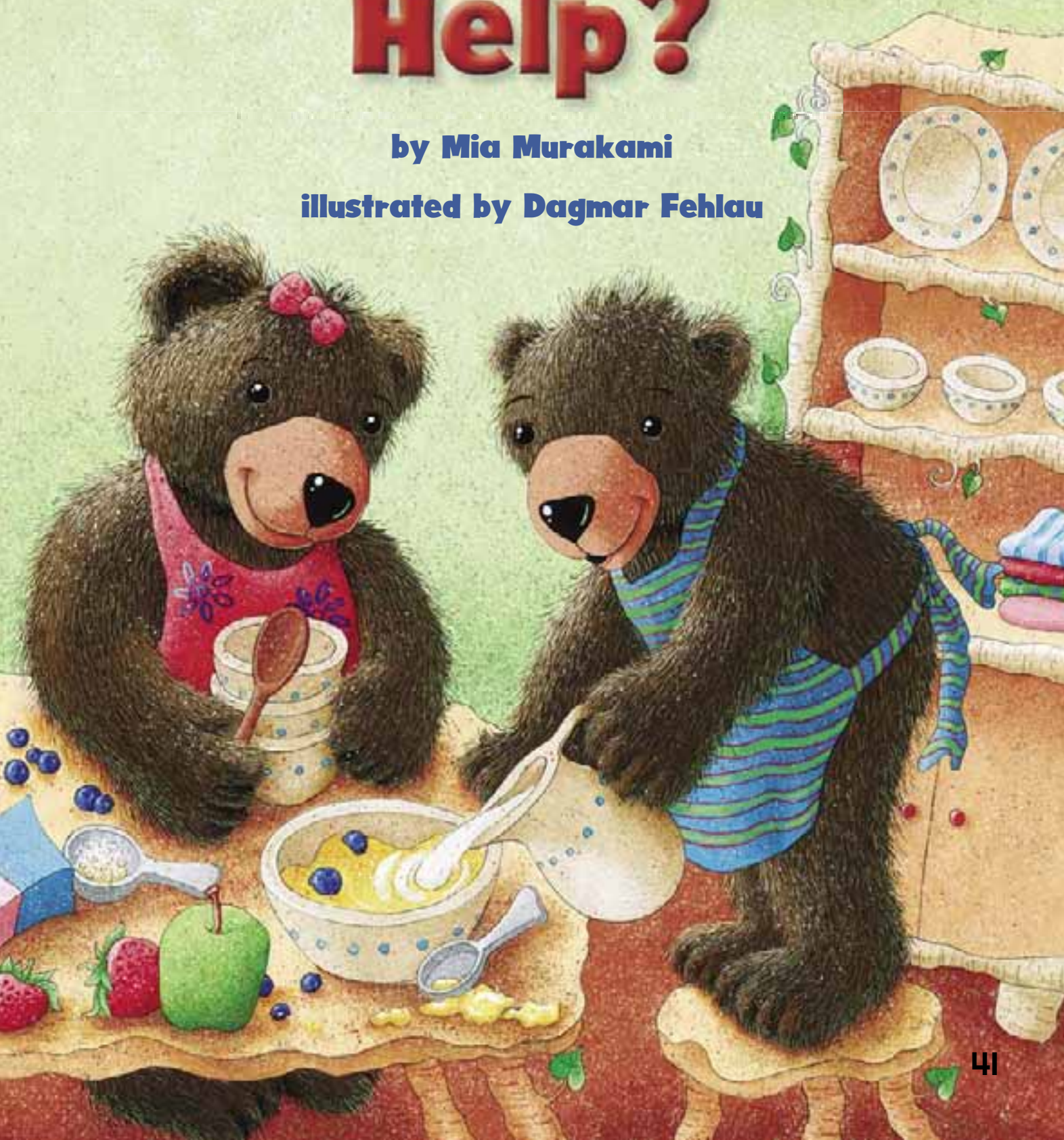
Who will help
clean up the
mess?



Who Will Help?

by Mia Murakami

illustrated by Dagmar Fehlau





"Look at this mess," said Ben.
"**Who** will help?"



"We have **no** mops," said Jen.
"We have no bags," said Tim.



"I will pick up," said Ben.

"I can get **some** **of** it," said Jen.



"I can help, too," said Tim.
"I will **eat** some!"

Comprehension

Genre

A **Folk Tale** is a story that has been told for many years.



Summarize

Retell

As you read, use your **Retelling Chart**.

Retelling Chart	
1	→ 2
3	→ 4
5	→ 6

Read to Find Out

How does Little Red Hen make bread?

Little Red Hen

retold by Cynthia Rothman
illustrated by David Diaz

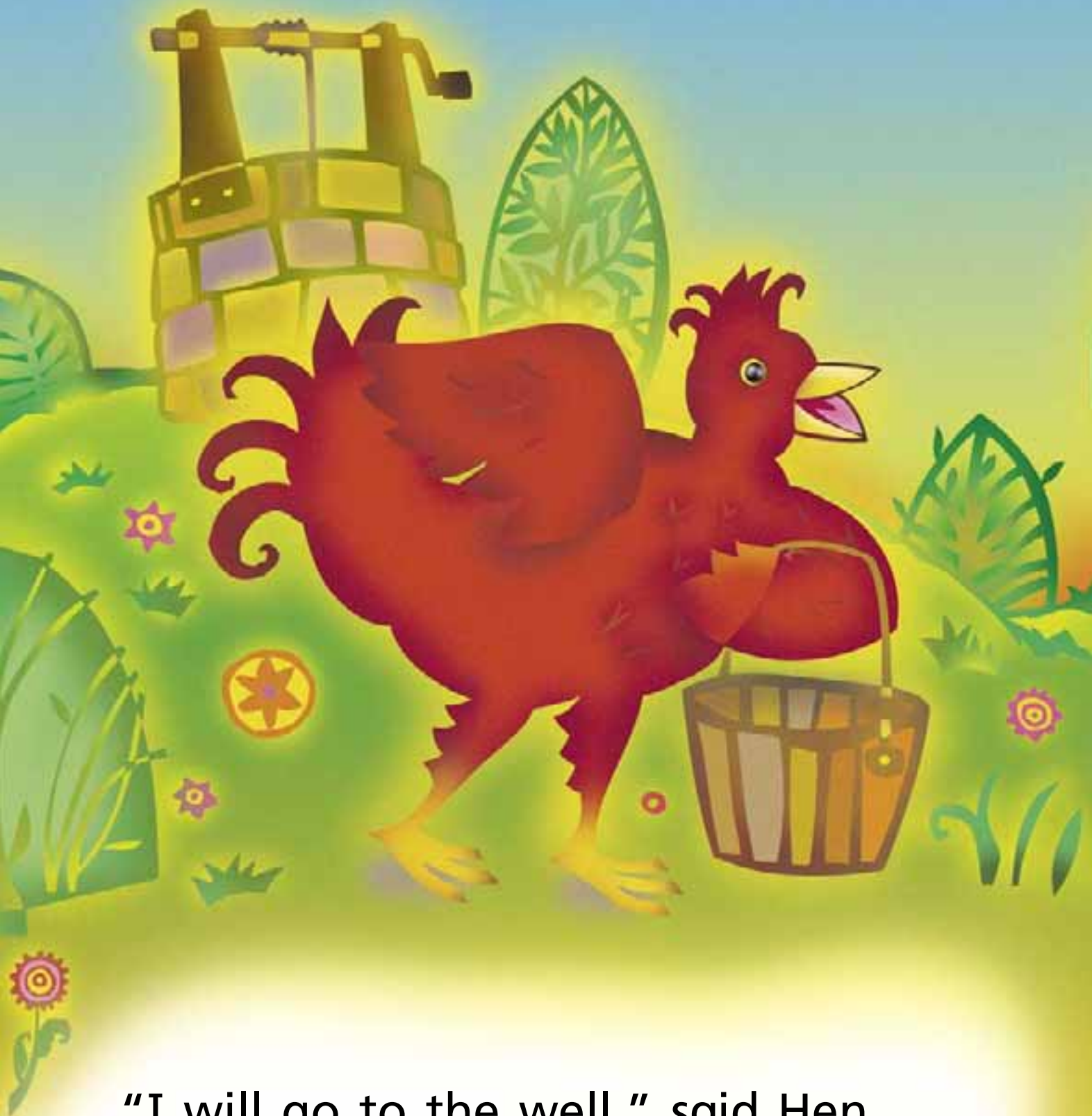




Little Red Hen had a bit **of** wheat.
“**Who** will help plant?” said Hen.



"Not I," said Dog.
"Not I," said Pig.
"Not I," said Cat.



"I will go to the well," said Hen.
"Who will help me get **some** water?"



"Not I," said Cat.
"Not I," said Dog.
"Not I," said Pig.



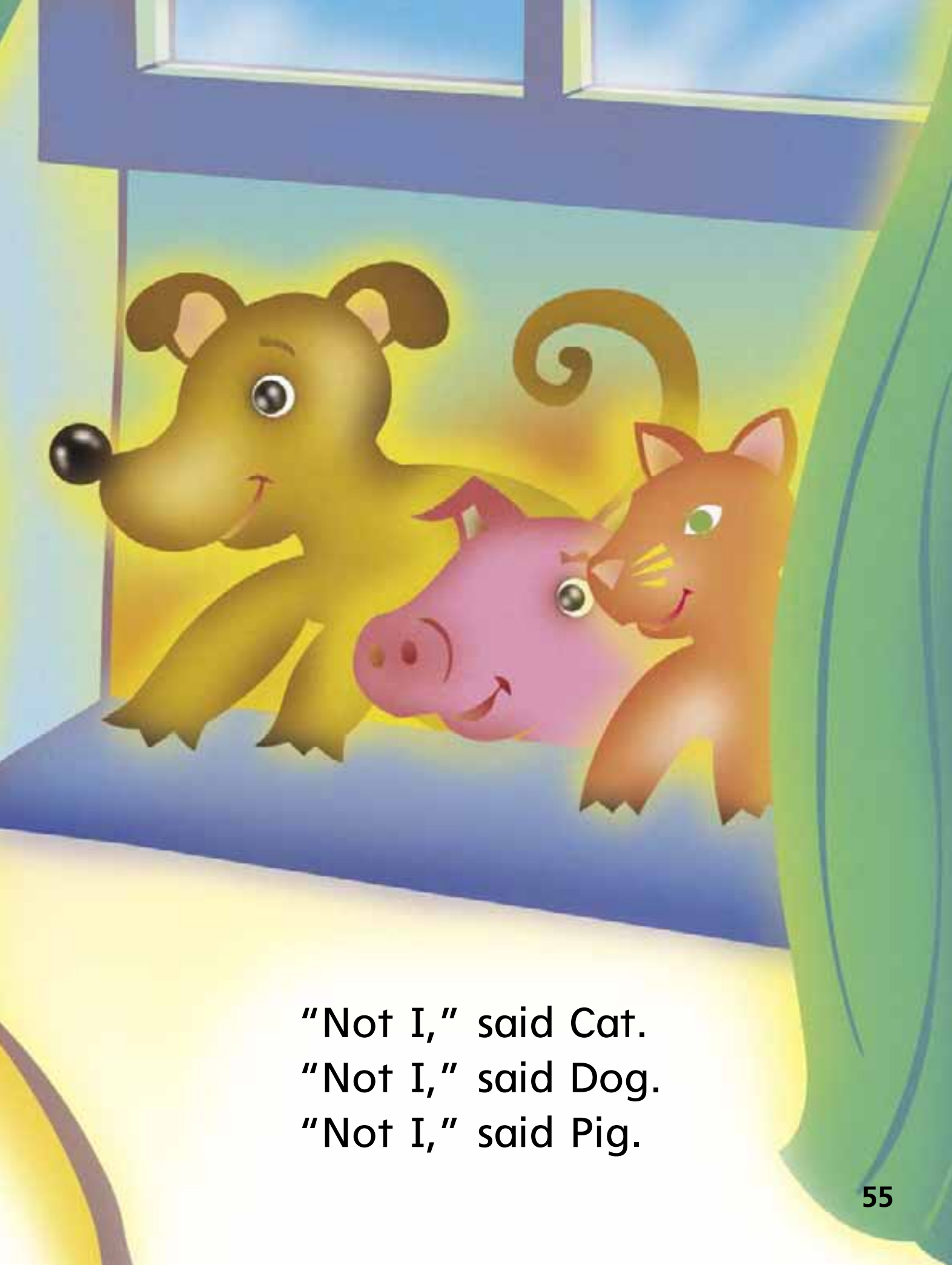
"This is a big job," said Hen.
"Who will help me?"



"Not I," said Cat.
"Not I," said Dog.
"Not I," said Pig.



"I will mix and mix," said Hen.
"Who will help me do this?"



"Not I," said Cat.
"Not I," said Dog.
"Not I," said Pig.



"Come quick!" said Hen.
"Look at this bread!"



"This is the best bread," she said.
"Who will help me **eat** some of it?"



"Let me," said Pig.
"Let me," said Cat.
"Let me," said Dog.



"No! No!" said Hen.
"This is a job for me!"

David Diaz's Job

David Diaz says, "I remember drawing a face on a worksheet when I was in first grade. I knew then that drawing was what I wanted to do when I grew up."



Other books by David Diaz



LOG ON

Find out more about David Diaz at www.macmillanmh.com



Illustrator's Purpose

David Diaz drew funny animals. Draw one of the animals. Write about it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What does Little Red Hen do with the wheat?
2. What kind of help do you need when you make food?
3. Do you think Little Red Hen should have shared the bread? Tell why or why not.
4. How are Little Red Hen's friends like the bears in "Who Will Help?"

Retelling Chart

1	→	2
3	→	4
5	→	6





Social Studies

Genre

Nonfiction gives information about a topic.



Text Feature

A **Diagram** is a picture that shows the parts of something.

Content Words

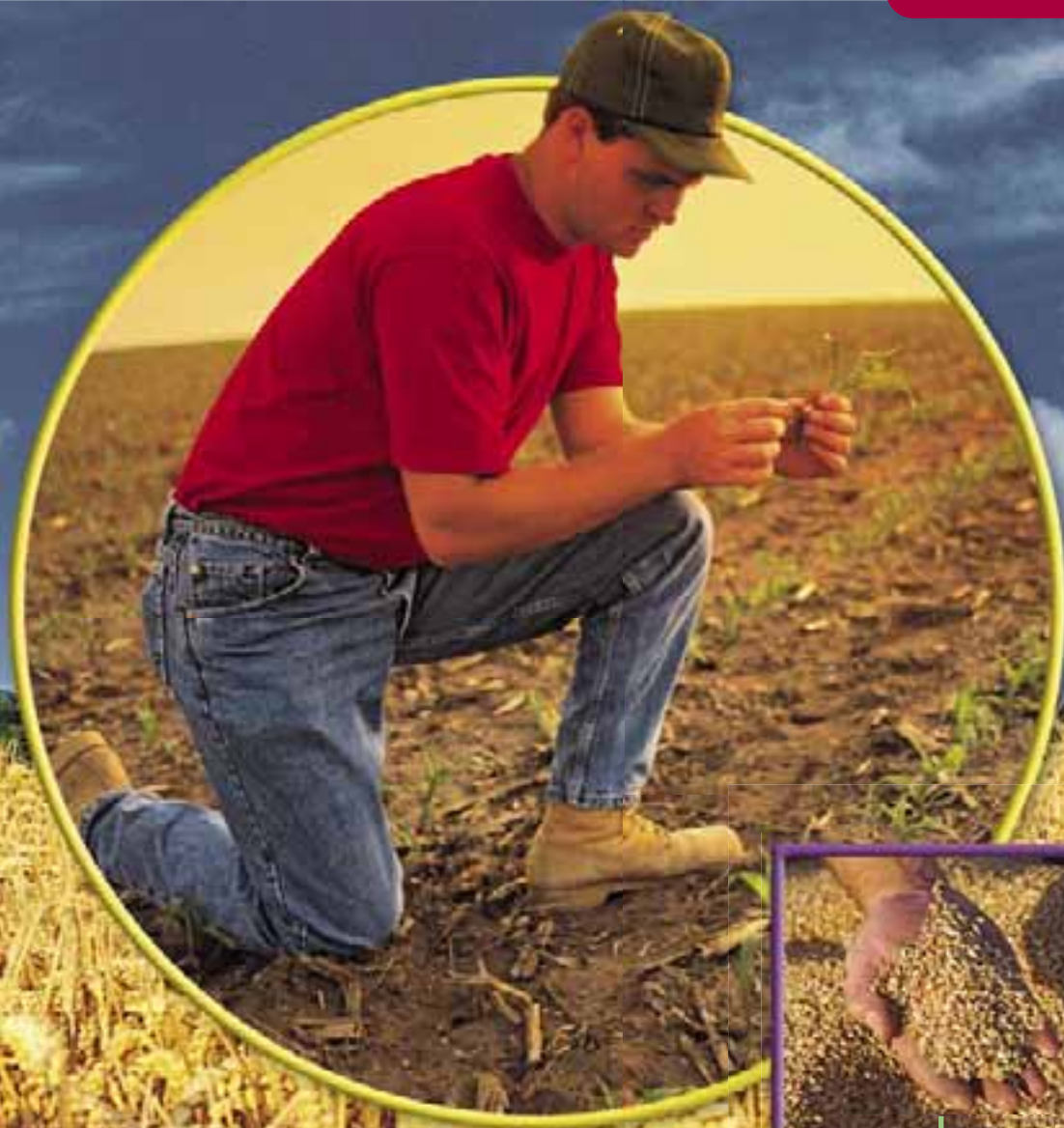
grow
kernels
factory



Find out more about helping out at
www.macmillanmh.com

From Wheat to Bread

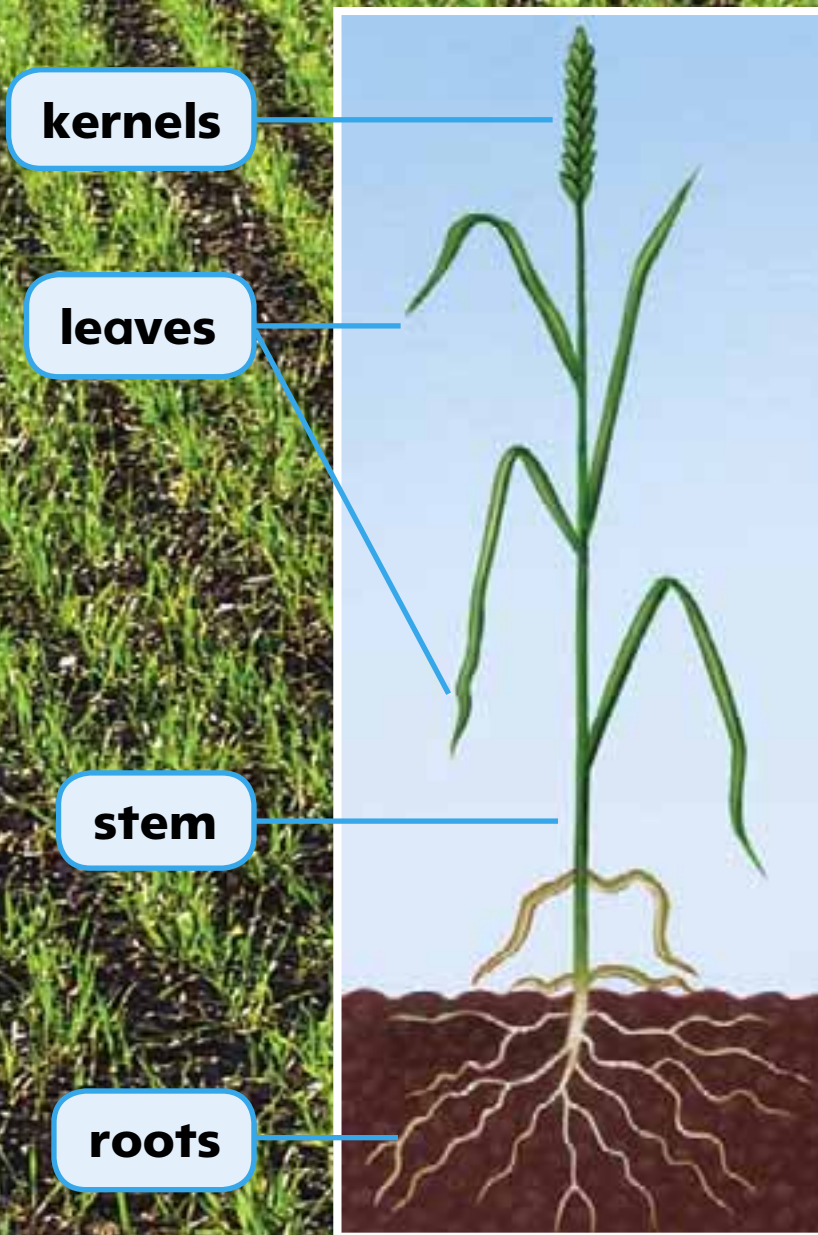
How does wheat **grow**?
How do we use it?



Seeds

Wheat starts as a little seed.
Farmers plant the seeds.





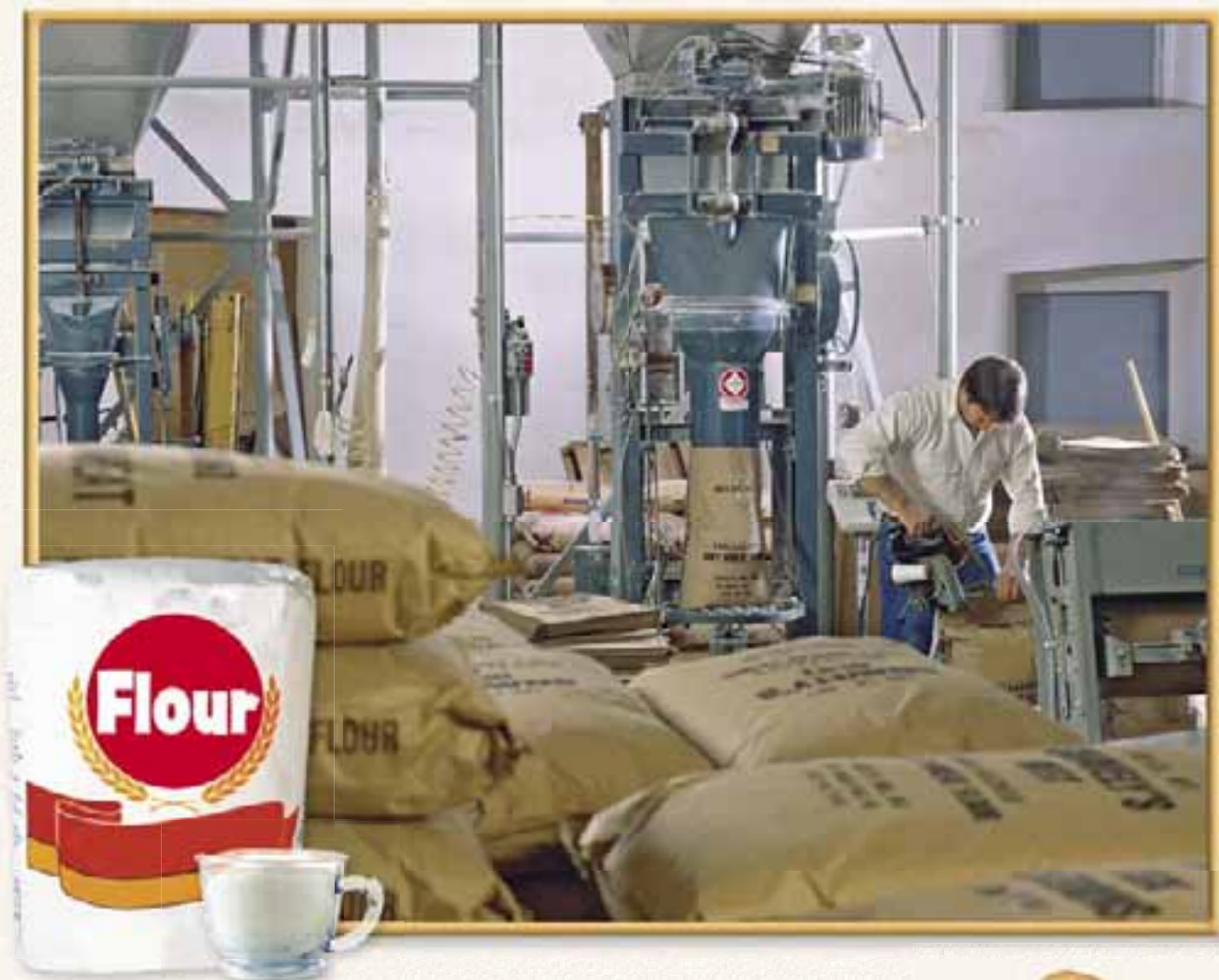
A Wheat Plant

The little plants have to get sun.
They have to get water.
They will grow to be big.

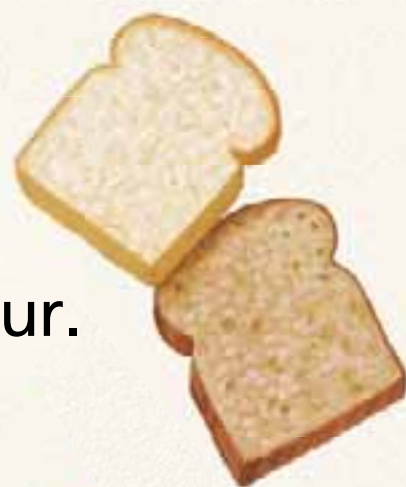


Now the wheat is tan.
The farmer picks off the **kernels**.
The kernels are good to eat.





The kernels go to a **factory**.
Here they are crushed.
The little bits of wheat are flour.

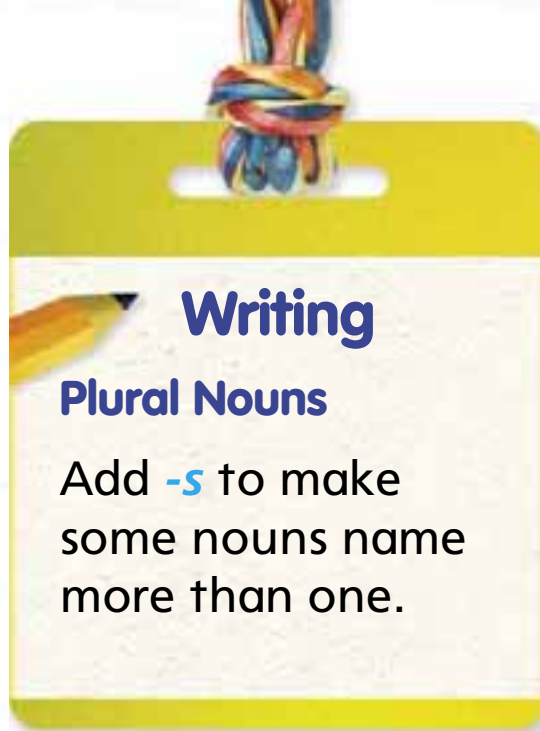




We use flour to make bread.
We use it in good things to eat.
That is what we do with wheat!

Connect and Compare

Where does bread come from? Who helps Little Red Hen make bread? Who helps make bread in "From Wheat to Bread"?



How to Make a Snack

Eva wrote about how to make a snack.

How to Make a Snack

1. Get some nuts.
2. Get some grapes.
3. Mix and eat!



Your Turn

Think about a snack you like.

Write a how-to list.



Writer's Checklist

- ☒ Are the steps in the right order?
- ☒ Do the nouns that mean more than one end with **s**?
- ☒ Does each sentence begin with a capital letter?

Your Turn

Think about a snack you like.

Write a how-to list.



Writer's Checklist

- ☒ Are the steps in the right order?
- ☒ Do the nouns that mean more than one end with **s**?
- ☒ Does each sentence begin with a capital letter?

Talk About It

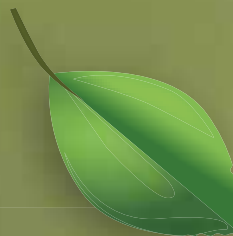
What makes a good home for an animal?



Find out more about animals at
www.macmillanmh.com



Where Animals Live





Words to Know

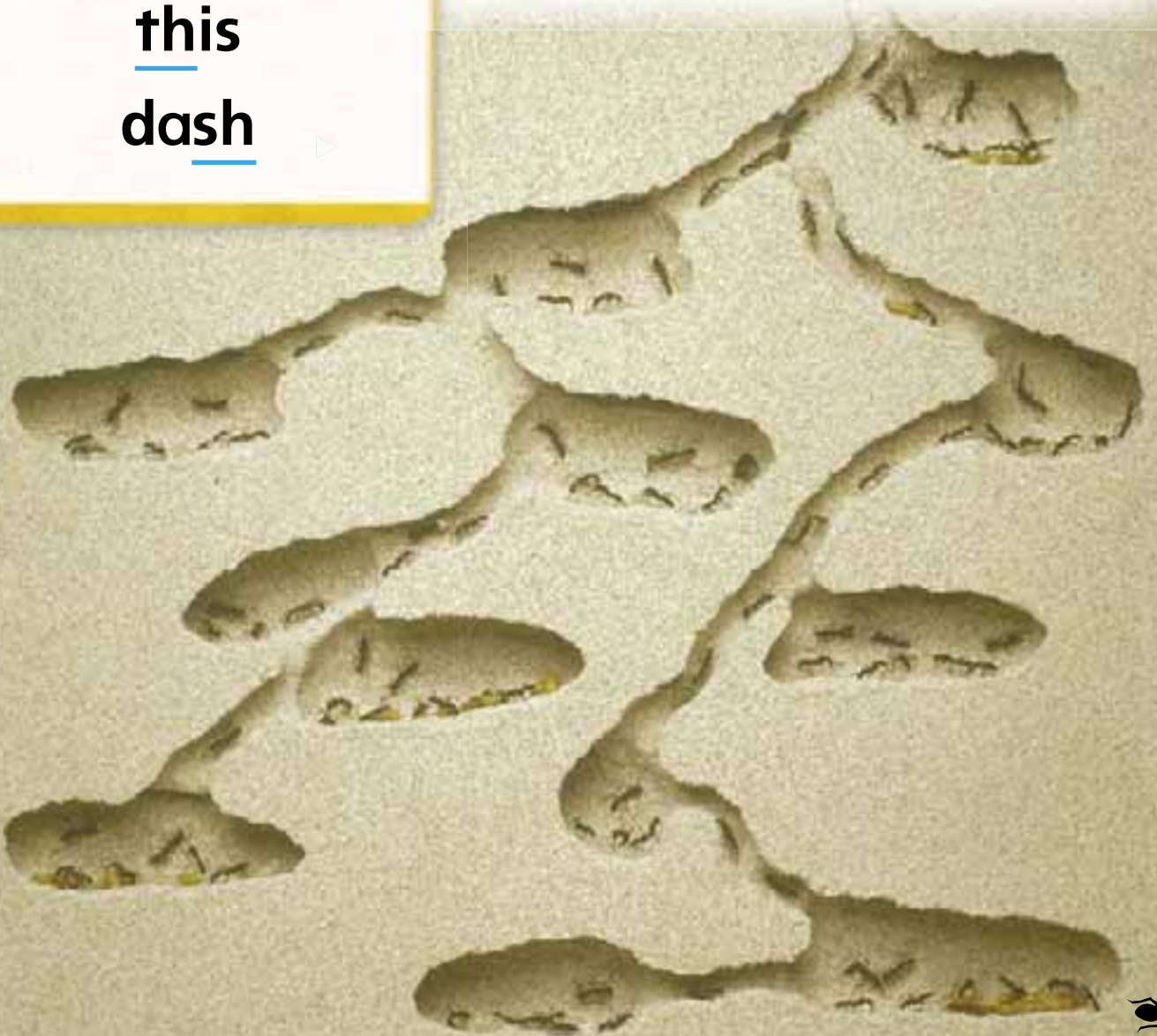
into
many
live
out

this
dash

Ants

Go In and Out

Look **into** this ant hill.
Many ants **live** here.





The ants go **out**. They get things to eat. Then they dash back into the hill.



Comprehension

Genre

A **Nonfiction Article** gives information about a topic.



Summarize

Main Idea and Details

Look for details that tell how prairie dogs live.

A Prairie Dog Home

Why is this a good home for prairie dogs?

Come meet some prairie dogs. See where they **live**.



This prairie dog lives with
many prairie dogs.

You can see some of a
prairie dog's home.
The rest is under the land.





Prairie dogs dig with big claws. They dig long paths.

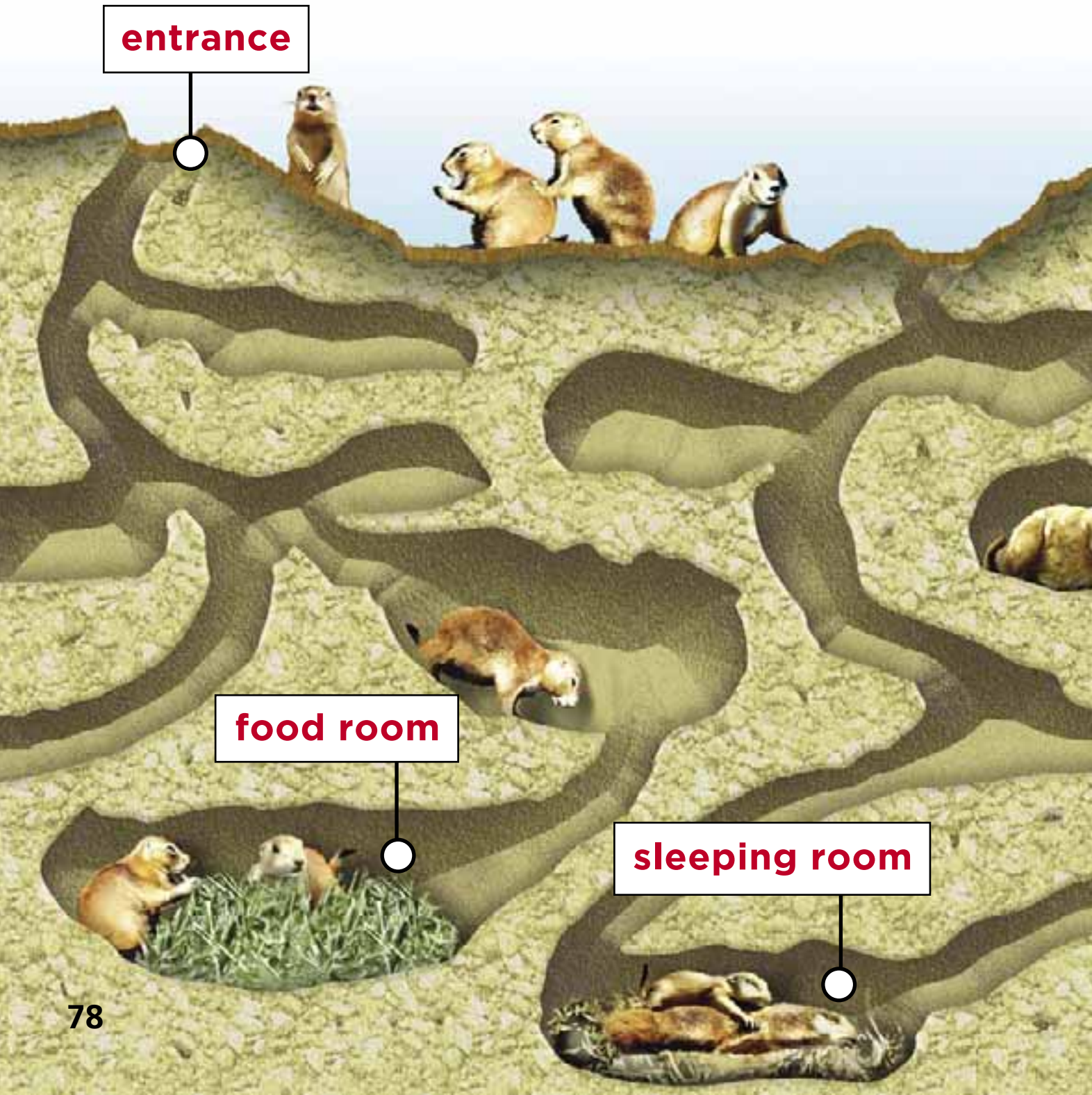


Come **into** a prairie dog home.
Can you see where prairie
dogs rest?

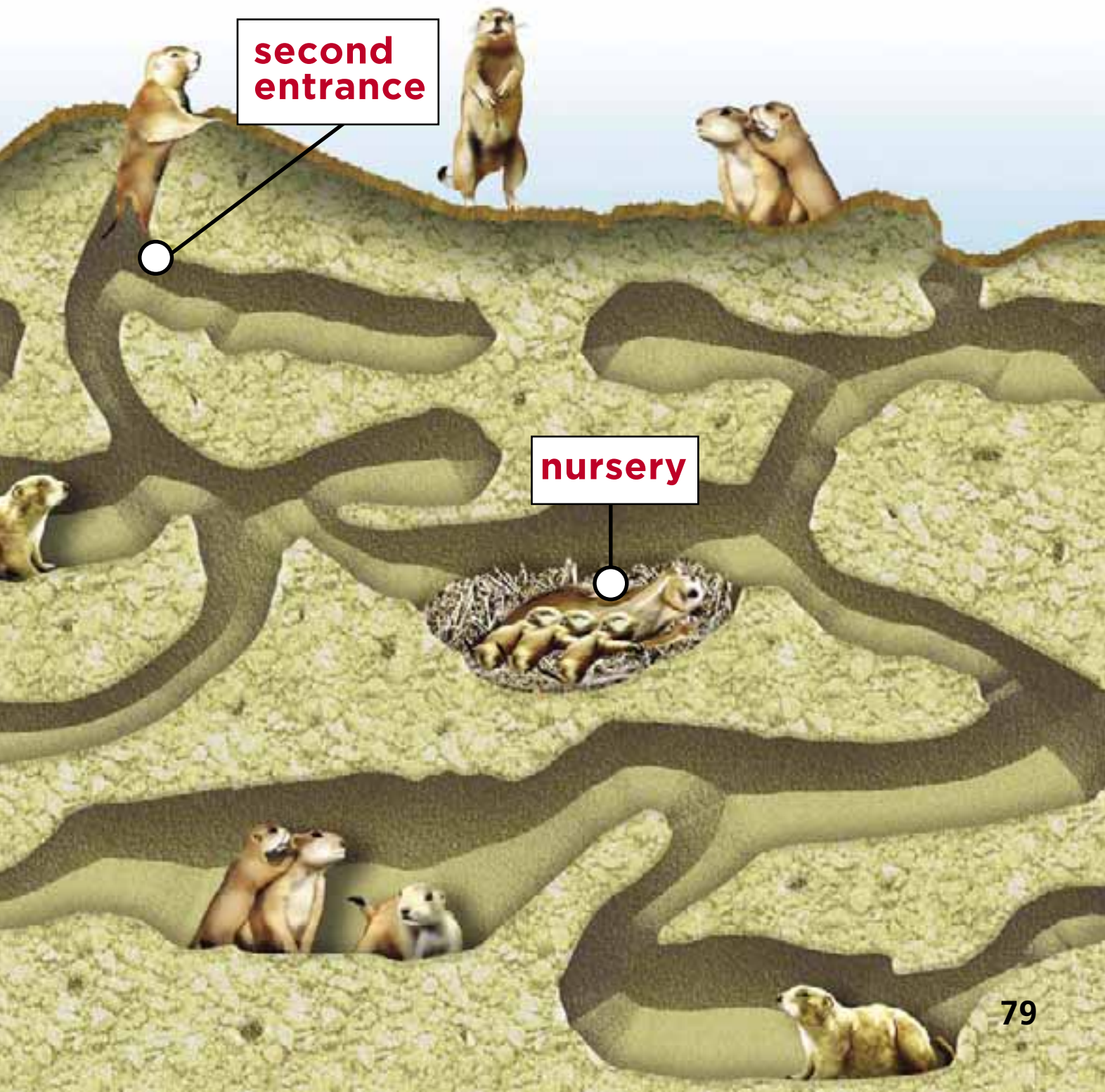
entrance

food room

sleeping room



Can you see where prairie
dogs have things to eat?
Can you see them caring for
little prairie dogs?





Little prairie dogs come **out** to play. They eat fresh grass. One day they will dig new paths for the prairie dog home.



Comprehension Check

Tell What You Learned

What is a prairie dog home like?

Think and Compare



1. Give three details that show why a prairie dog home is a good home.
2. How is a prairie dog home like your home?
3. Why is underground a good place for some animals to live?
4. How is a prairie dog home like the home in "Ants Go In and Out"?

**Test Strategy****Right There**

The answer is right there on the page.

READ TOGETHER

A Koala Home

The koala lives in a tree.
It sleeps all day.
It eats lots of leaves.
When it rains, the leaves
make an umbrella.
The koala stays dry.



Directions: Answer the questions.

1. Where do koalas live?



2. What do koalas eat?

- ☐ They eat lots of fish.
- ☐ They eat lots of leaves.
- ☐ They eat lots of nuts.

Tip
Look for
key words.

3. What makes an umbrella?



Write About an Animal Home

Jacob wrote a report about where chipmunks live.



Chipmunks live in holes.

They keep food in their holes.

Your Writing Prompt

Think about an animal and its home. Write a report about this animal's home.

Writer's Checklist

- ☒ Does my report have details?
- ☒ Does each sentence begin with a capital letter?
- ☒ Do my sentences make sense?

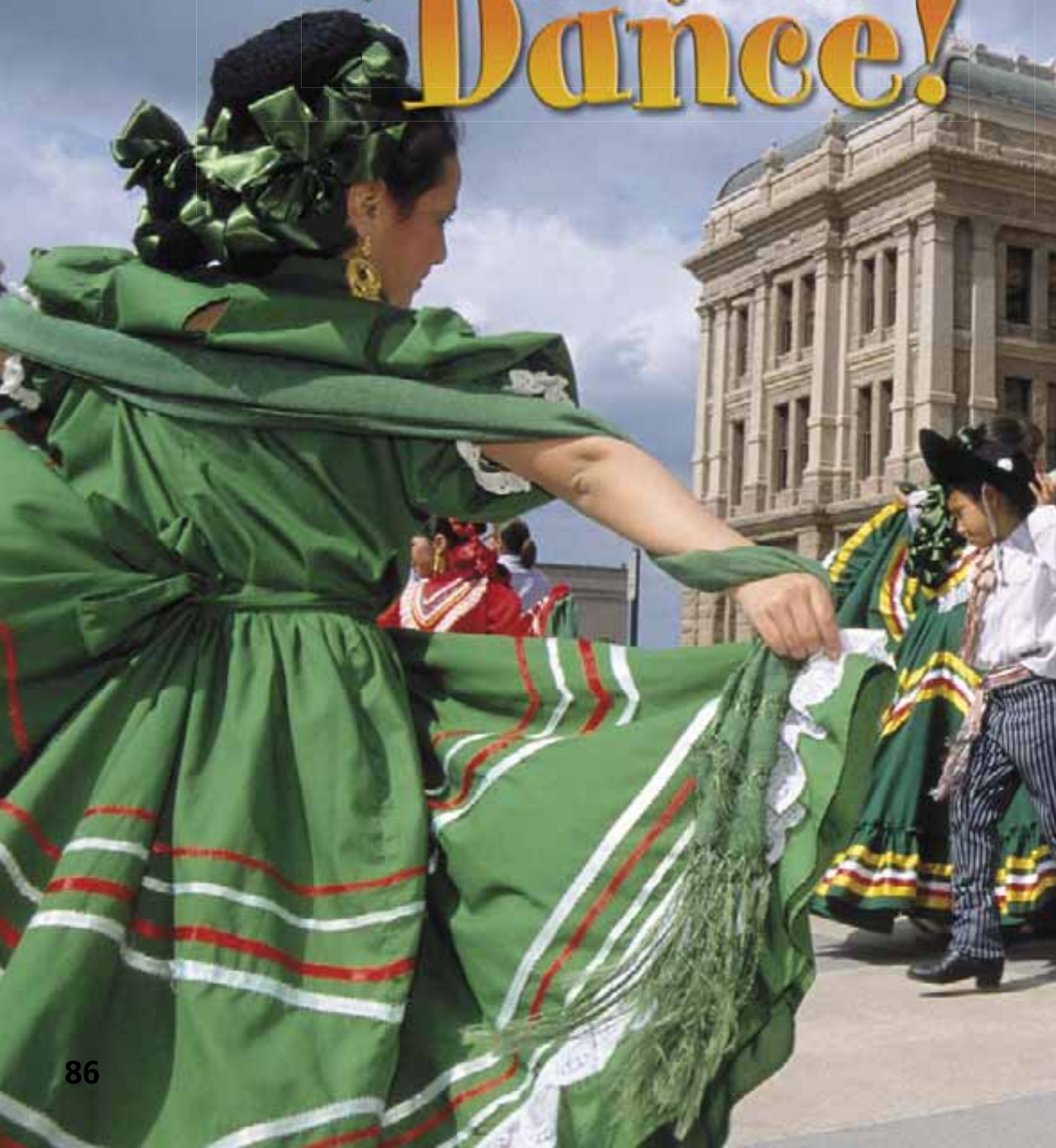
Your Writing Prompt

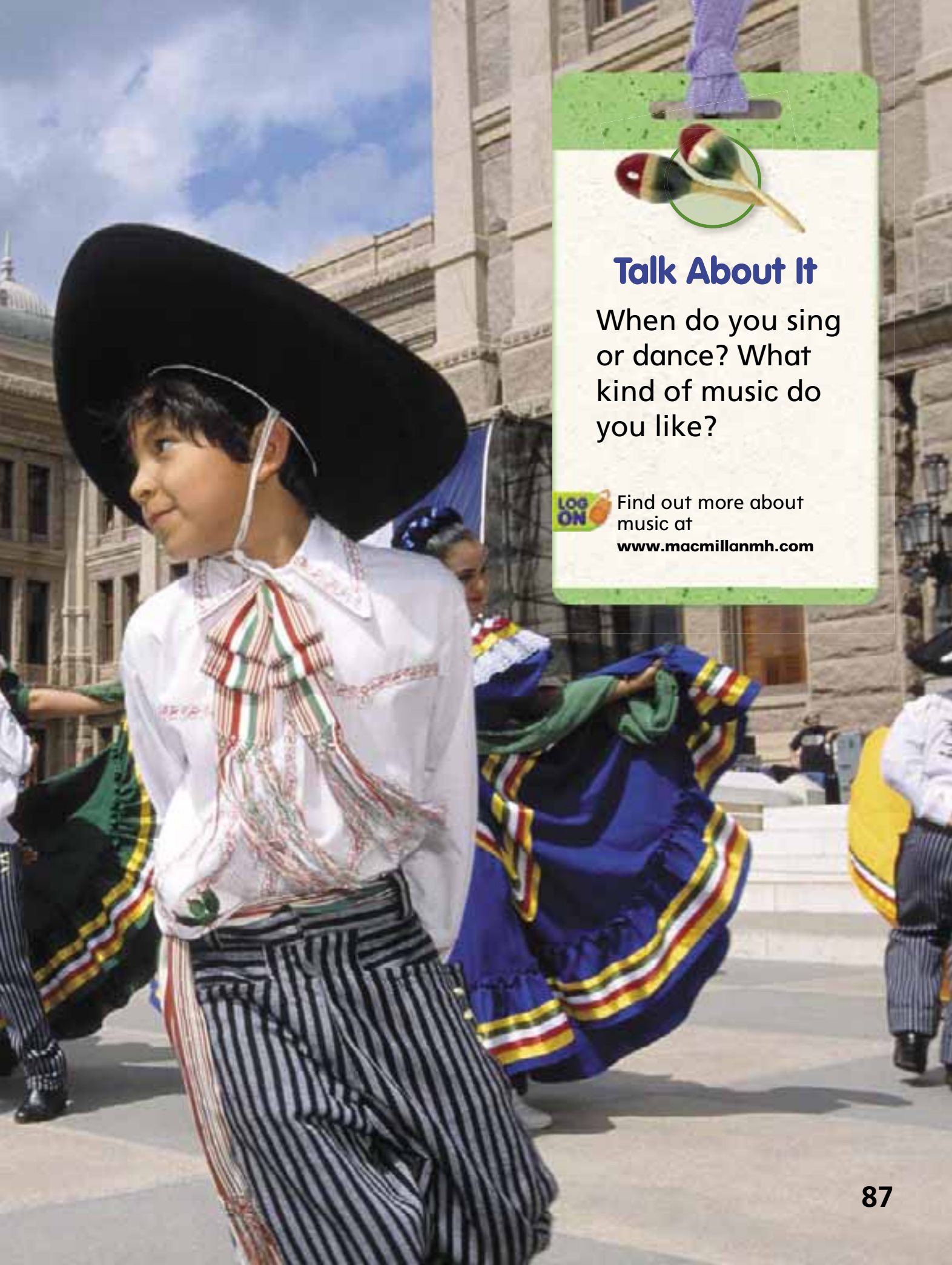
Think about an animal and its home. Write a report about this animal's home.

Writer's Checklist

- ☒ Does my report have details?
- ☒ Does each sentence begin with a capital letter?
- ☒ Do my sentences make sense?

Sing and Dance!





Talk About It

When do you sing or dance? What kind of music do you like?



Find out more about music at
www.macmillanmh.com

Words to Know

want
put
show
under
three
make

fun
drums



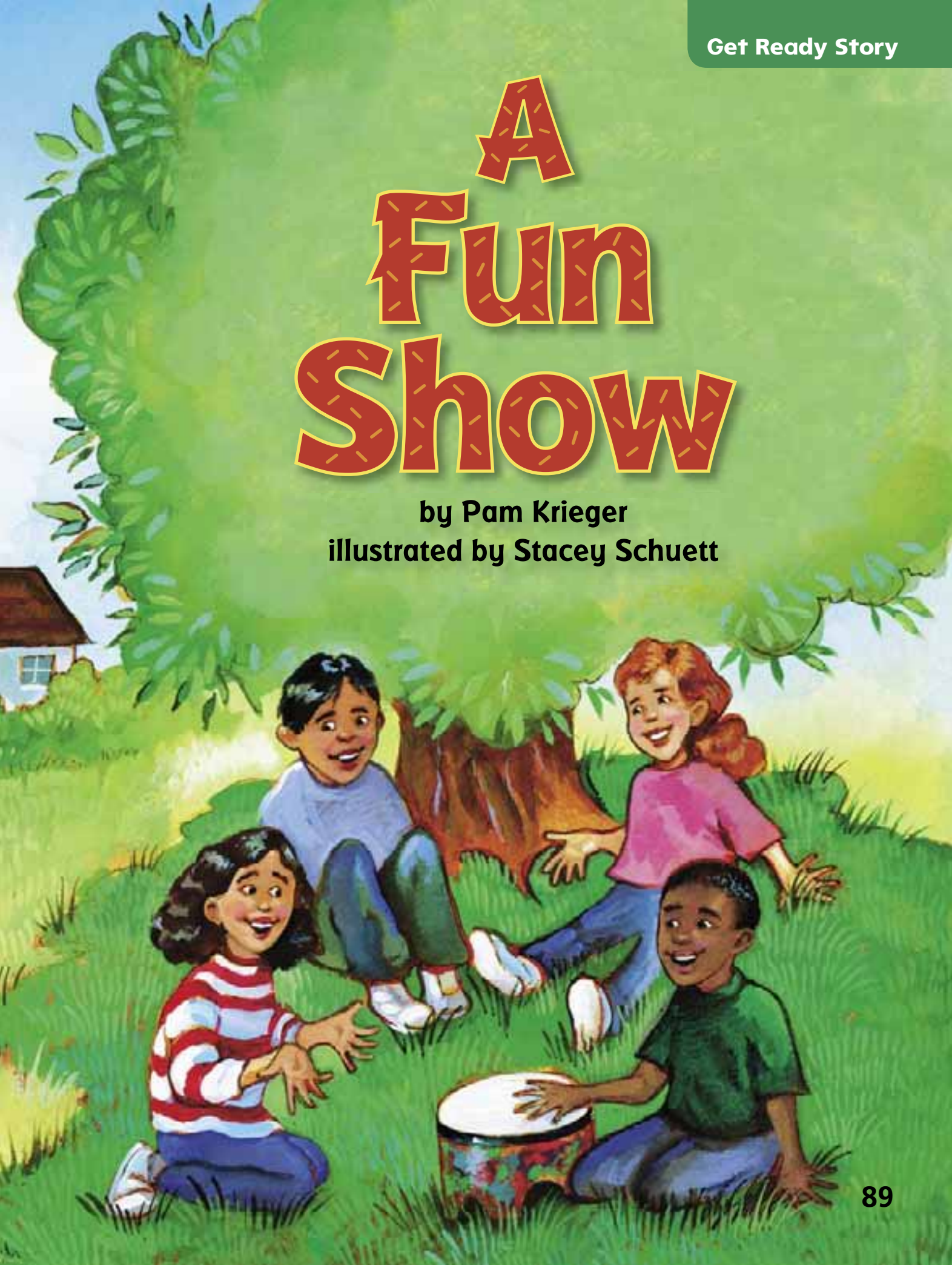
Read to Find Out

What will the
fun show be
like?



A Fun Show

by Pam Krieger
illustrated by Stacey Schuett





"I **want** to have fun," said Bud.

"We can **put** on a **show**!" said Meg.

"Ruff, ruff," said Pup.



"Come see a show **under** a tent!"
said the kids.
"Ruff, ruff," said Pup.



Meg and Jan sing **three** songs.
Bud plays the drum.
"Ruff, ruff!" sings Pup.



Jack can **make** Pup jump.
It is a fun show!

Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Visualize

Retell

As you read, use your **Retelling Chart**.

Retelling Chart	
1	→ 2
3	→ 4
5	→ 6

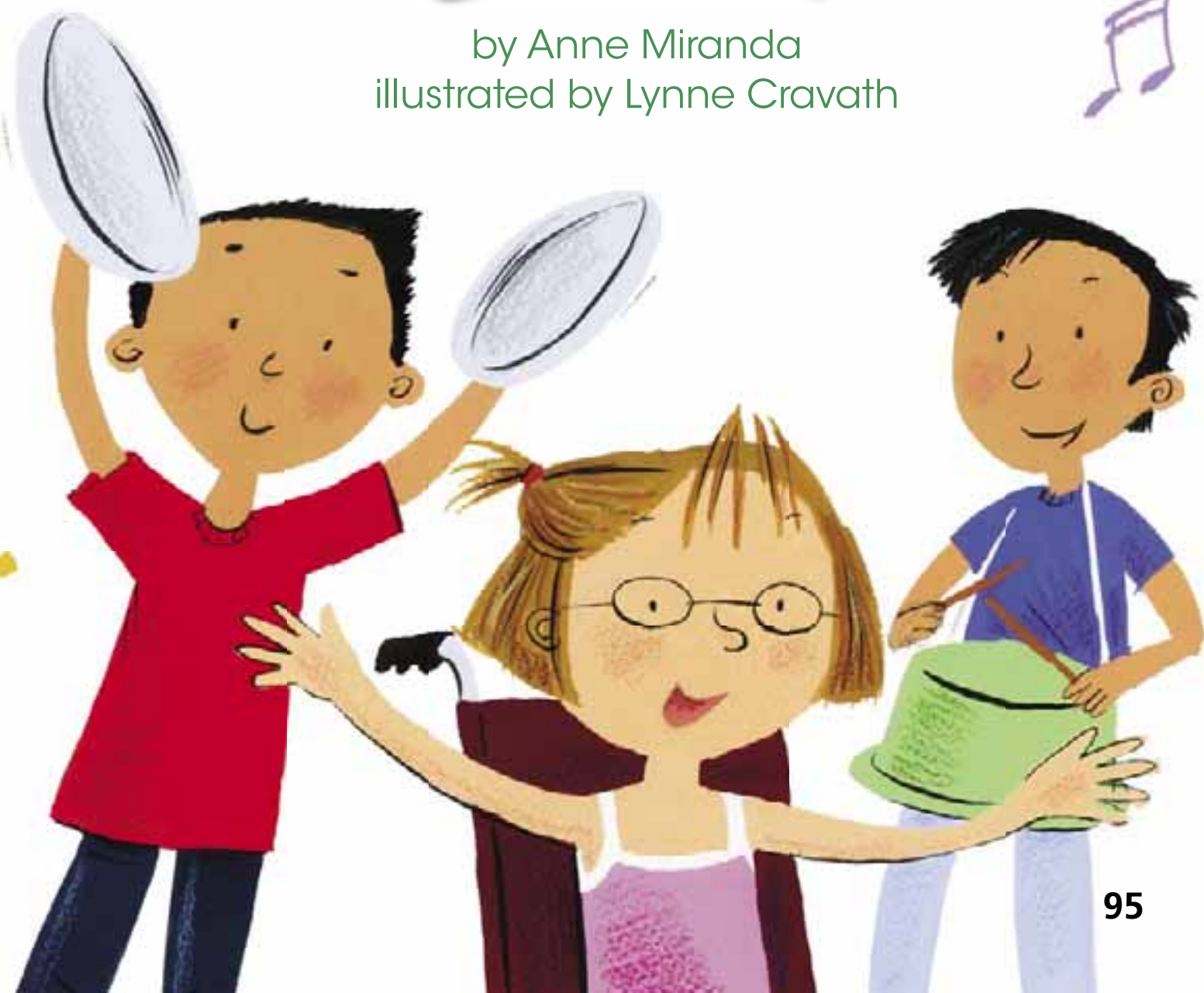
Read to Find Out

Why is the band fun?



The Fun Kids' Band

by Anne Miranda
illustrated by Lynne Cravath



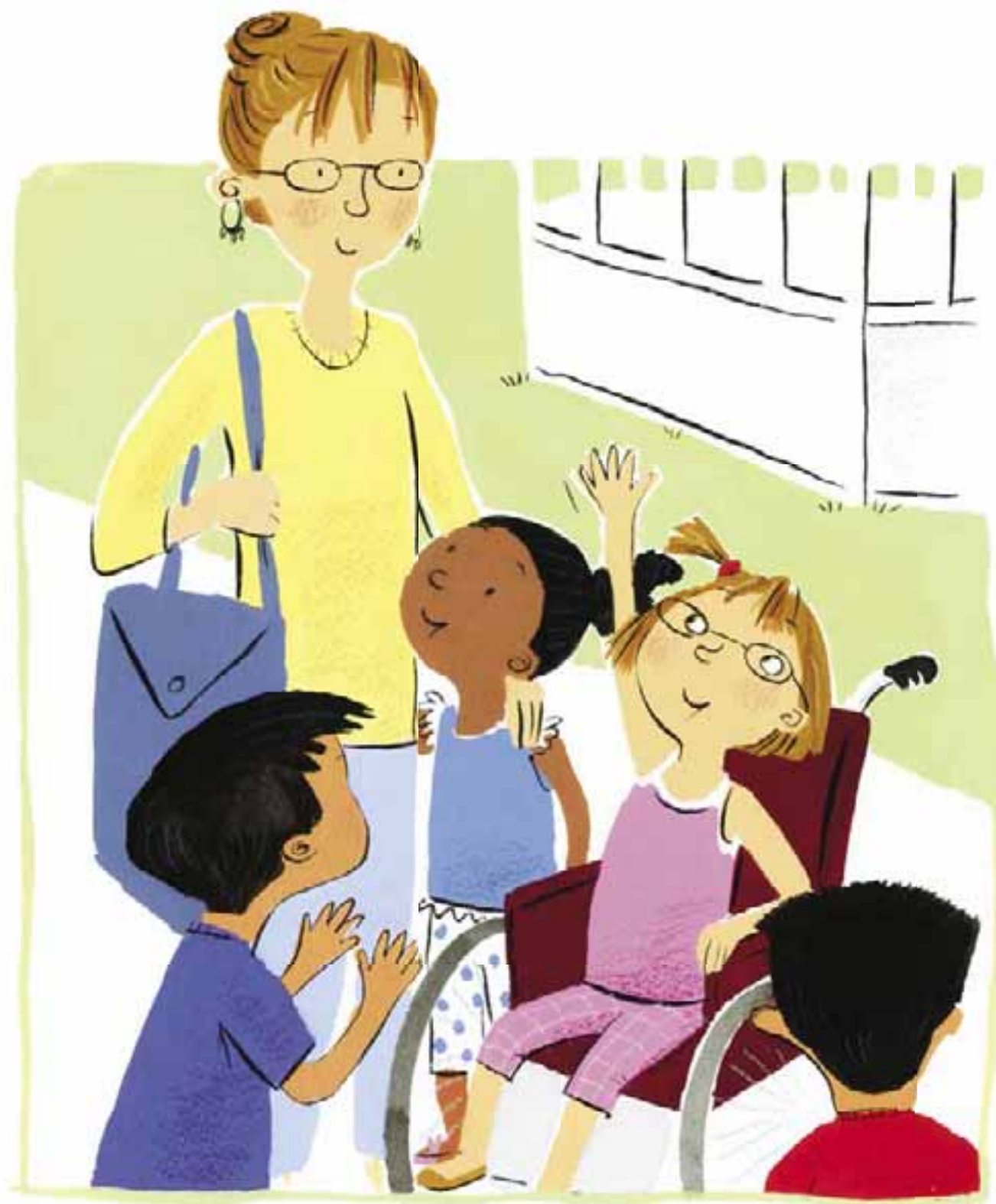


"Aunt Nell, look at that!" said Beth.

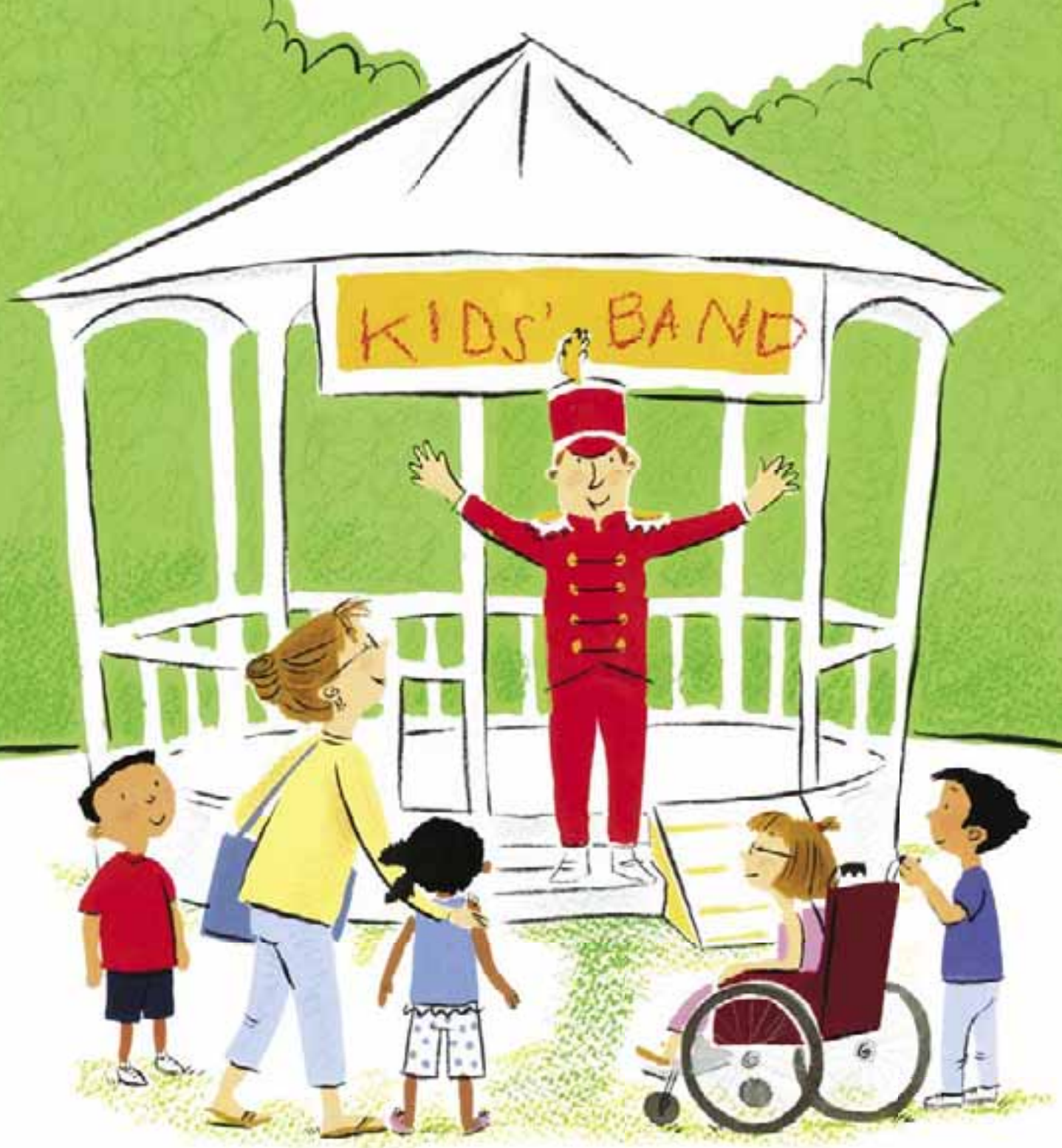
"What's the fuss?" asked Aunt Nell.



"It's a band for kids," said Ann.



"We **want** to play in the band!"
said Beth, Bud, Ann, and Will.



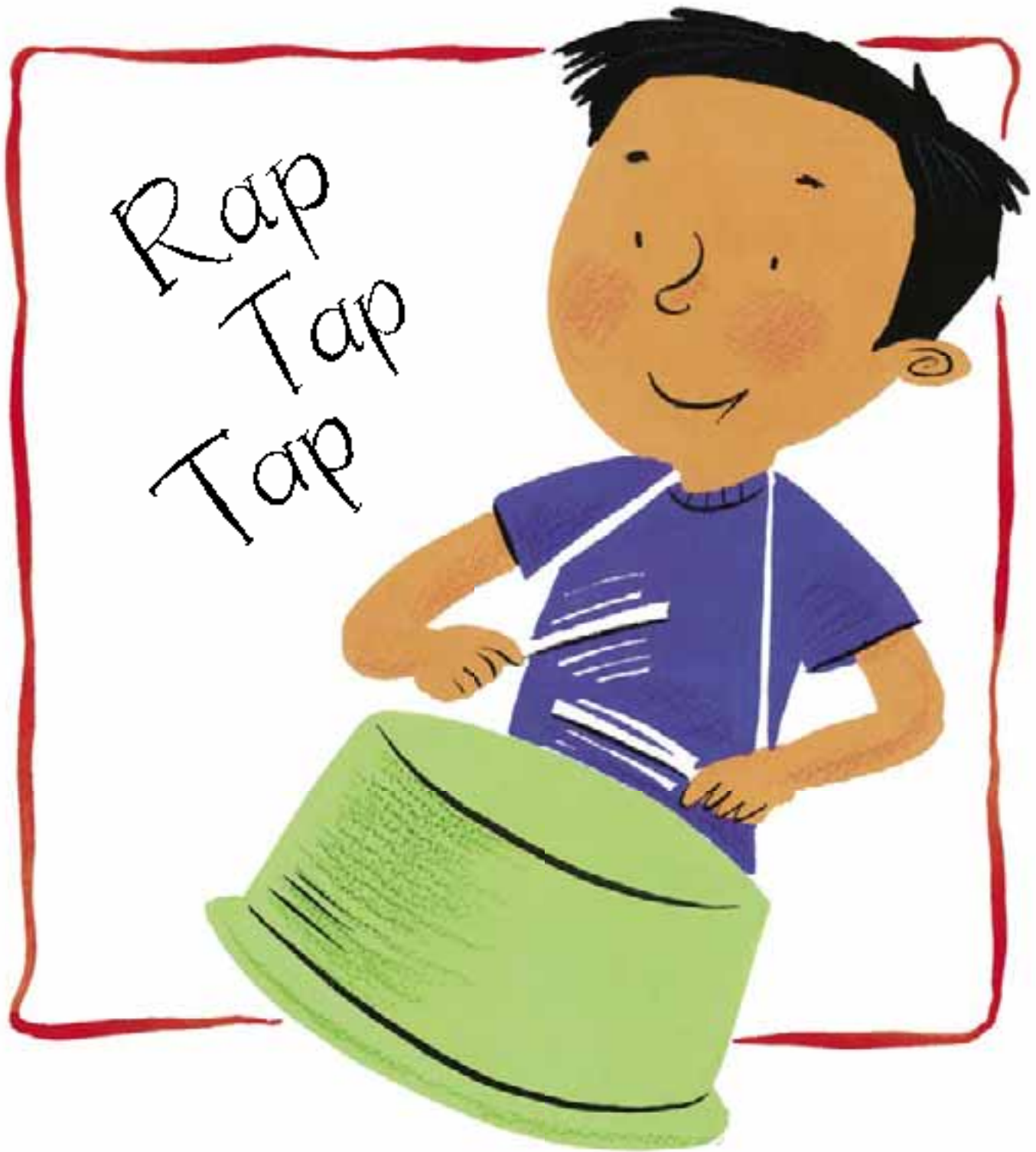
"Can the kids play?" asked Aunt Nell.

"Yes!" said a man in a red hat. "I am Gus. **Make** some instruments, kids."



"Make instruments?" asked the kids.

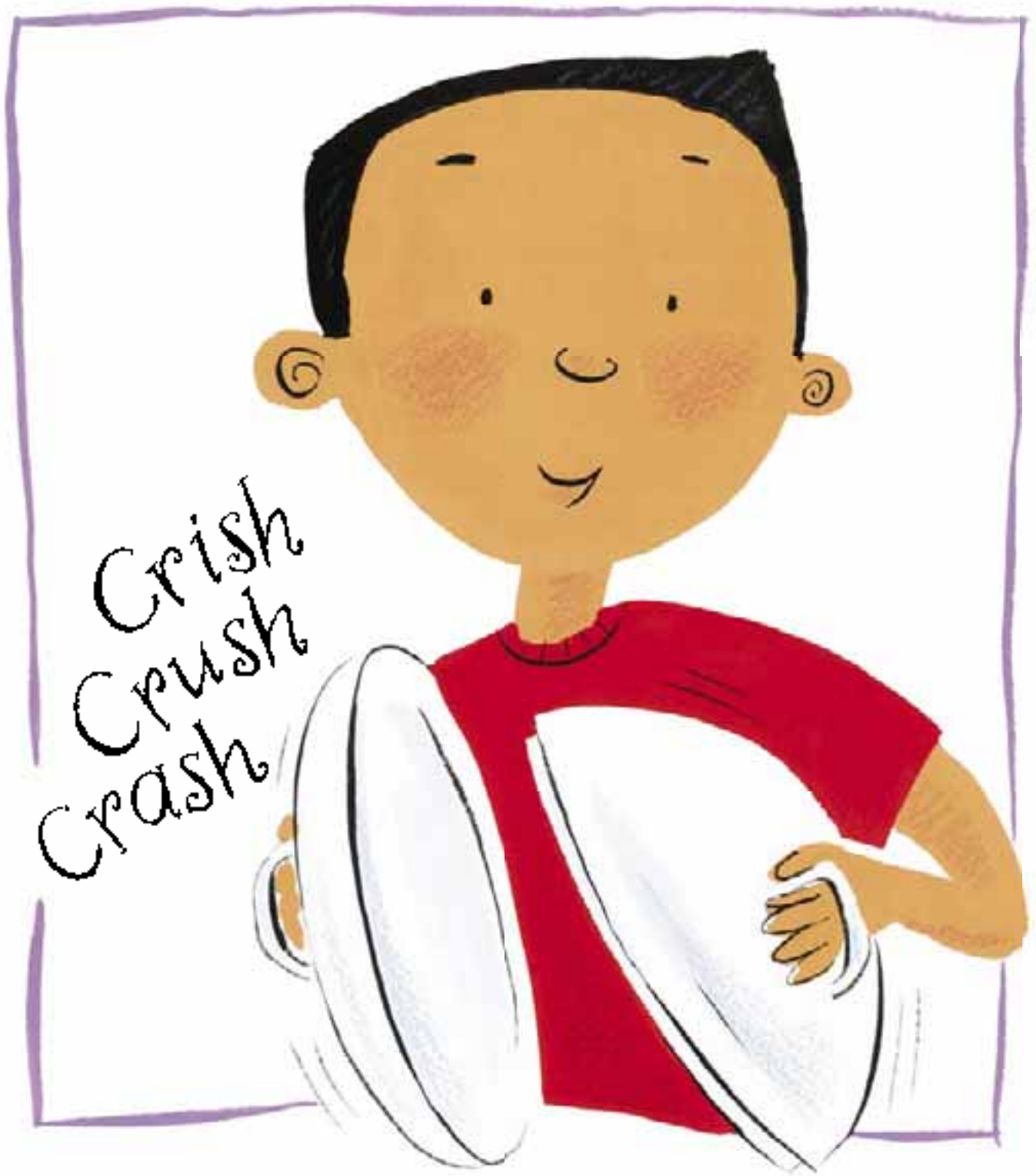
"Yes. Use the things in the box. It is **under** the bandstand," said Gus.



"Look! I can hit this tub," said Bud.
"It sounds just like a drum."
Rap! Tap! Tap!



"Look! I can play the jug," said Ann.
Hum! Hum! Hum!



"Look! I can play the lids!" said Will.
Crish! Crush! Crash!

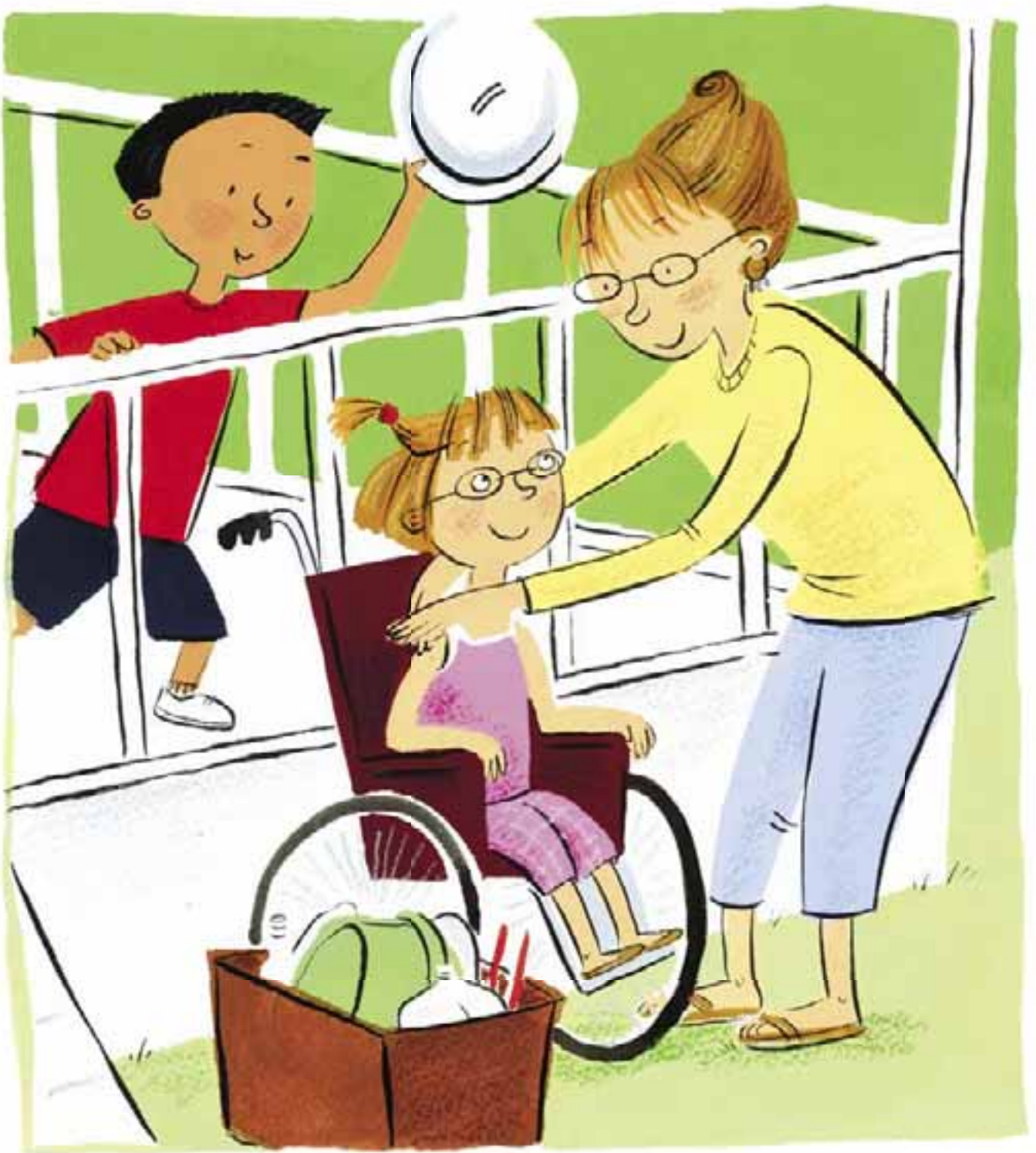


"What do you want to make, Beth?"
asked Aunt Nell.

"I just want to sing," said Beth.

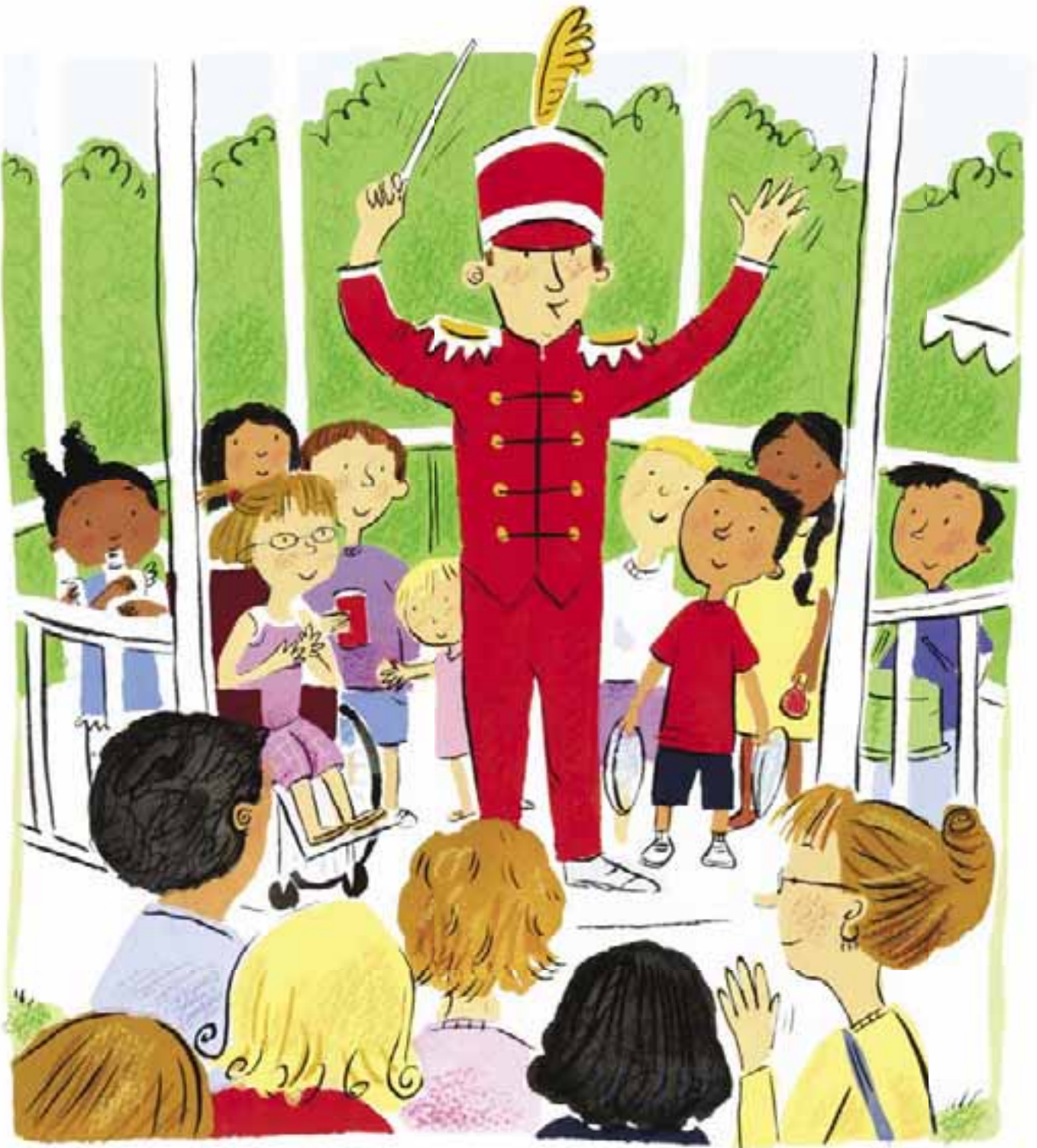


"Can I sing in the **show**?" she asked. "That will be fun for me."



"That will be fun for us, too,"
said the kids.

"Come on," said Will. "Let's play!"



"Now Beth and the band will **put** on a show," said Gus.



"One, two, **three**! Play with me!"

"Jam! Jim! Jam!
Sing with the band!
This fun kids' band
is the best in the land!"



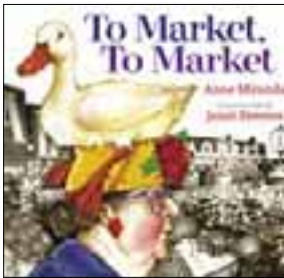
Sing Along with Anne Miranda



Anne Miranda says,
“When I was little, I sang
in a group with my friend,
Elizabeth, her mother, and
my neighbor, Cathy, who
was in high school. Once we
were even on TV! We loved
making music together, just
like Beth and her friends.”



Another book by Anne Miranda



Find out more about
Anne Miranda at
www.macmillanmh.com

Author's Purpose

Anne Miranda wanted to show that
friends have fun making music. Draw
your friends having fun. Write about it.





Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What do Beth, Ann, Will, and Bud do at the fair?
2. Would you like to join the Kids' Band? Tell why or why not.
3. What other instruments do people play in a band?
4. How is the show in this story like the show in "A Fun Show"?

Retelling Chart

1	→	2
3	→	4
5	→	6



Performing Arts

Genre

A **How-To Article** tells how to do or make something.



Text Feature

Directions are the steps to follow to make something.

Content Words

instruments
rattles
music



Find out more about making music at www.macmillanmh.com

Shake a Rattle!

What **instruments** do you see here?

Shaking **rattles** is a fun way to make **music**.





Rattles can be big or little. They can be made of many things. Some have sand in them. Some have beans.



Do you want to make a rattle?
Here's how!

How to Make a Rattle

What You Need



plastic bottle



dried beans



stickers

What to Do

- 1 Put beans into the bottle.
- 2 Put fun stickers on.
- 3 Shake it and have fun!

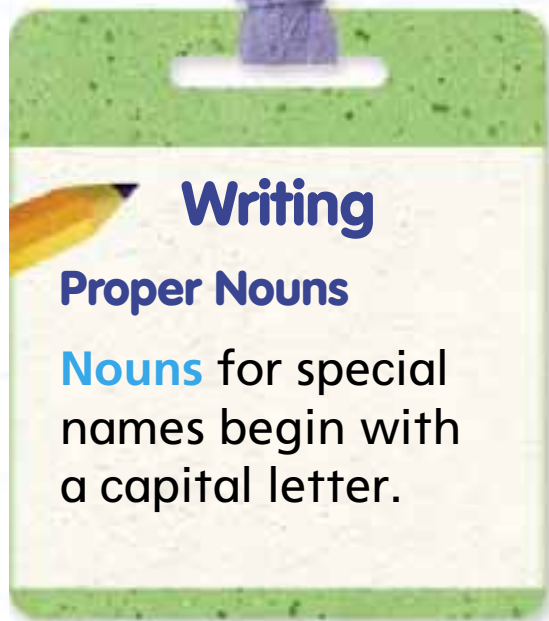


Can you play the rattle loud?
Can you play it soft? Can you
make up a song?



Connect and Compare

How is a rattle like the instruments the kids made in *The Fun Kids' Band*?



Write About an Animal Band

Leila wrote about a bear in a band.



Billy Bear plays the drum.

The drum goes boom!

Your Turn

Name an animal.

Tell what instrument the animal plays.

Tell what sound it makes.



Writer's Checklist

- ☒ Do special **nouns** begin with a capital letter?
- ☒ Does my exclamation end with an exclamation mark?
- ☒ Did I use a sound word?

Your Turn

Name an animal.

Tell what instrument the animal plays.

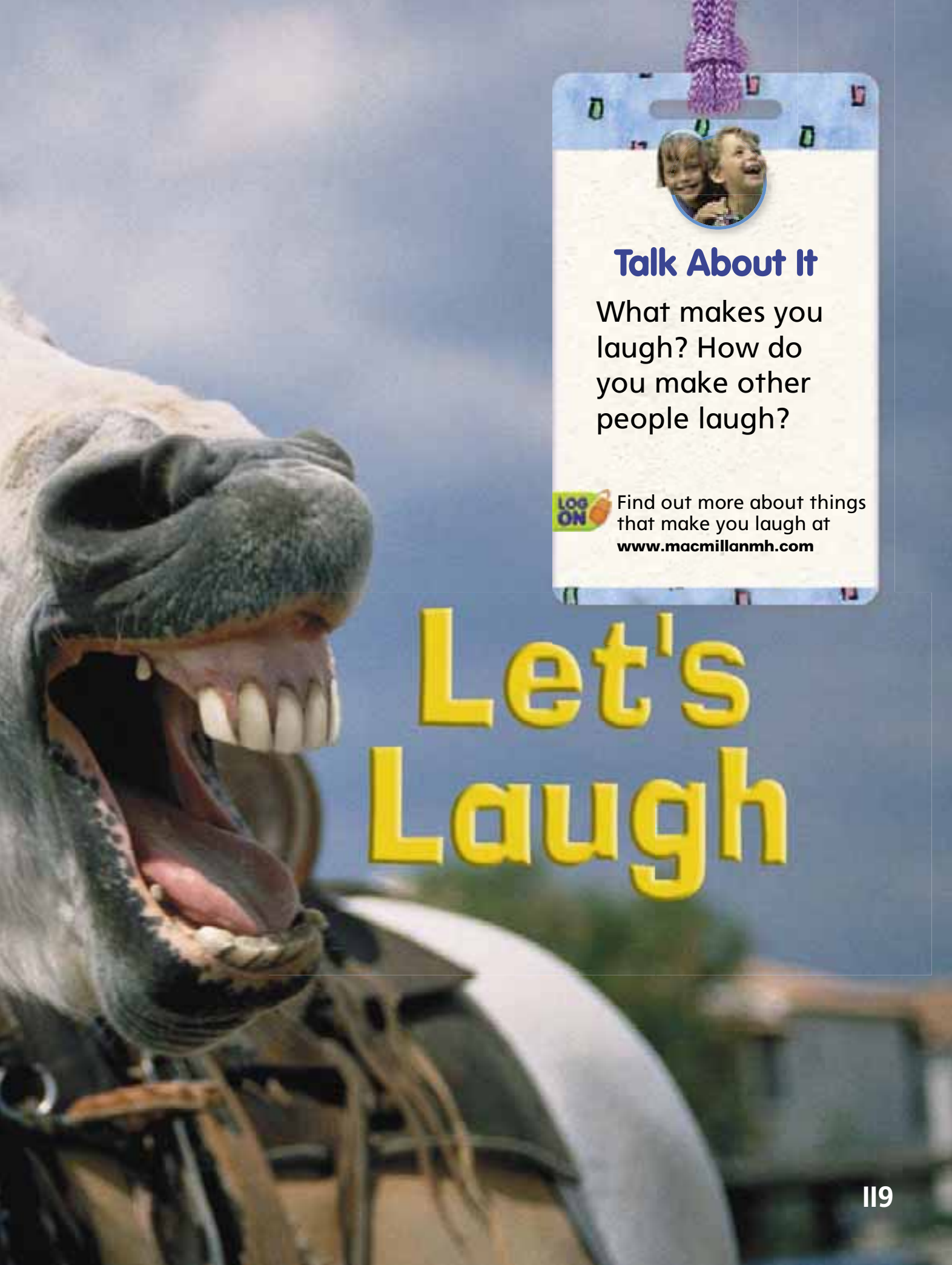
Tell what sound it makes.



Writer's Checklist

- ☒ Do special **nouns** begin with a capital letter?
- ☒ Does my exclamation end with an exclamation mark?
- ☒ Did I use a sound word?





Talk About It

What makes you laugh? How do you make other people laugh?



Find out more about things that make you laugh at www.macmillanmh.com

Let's Laugh

Words to Know

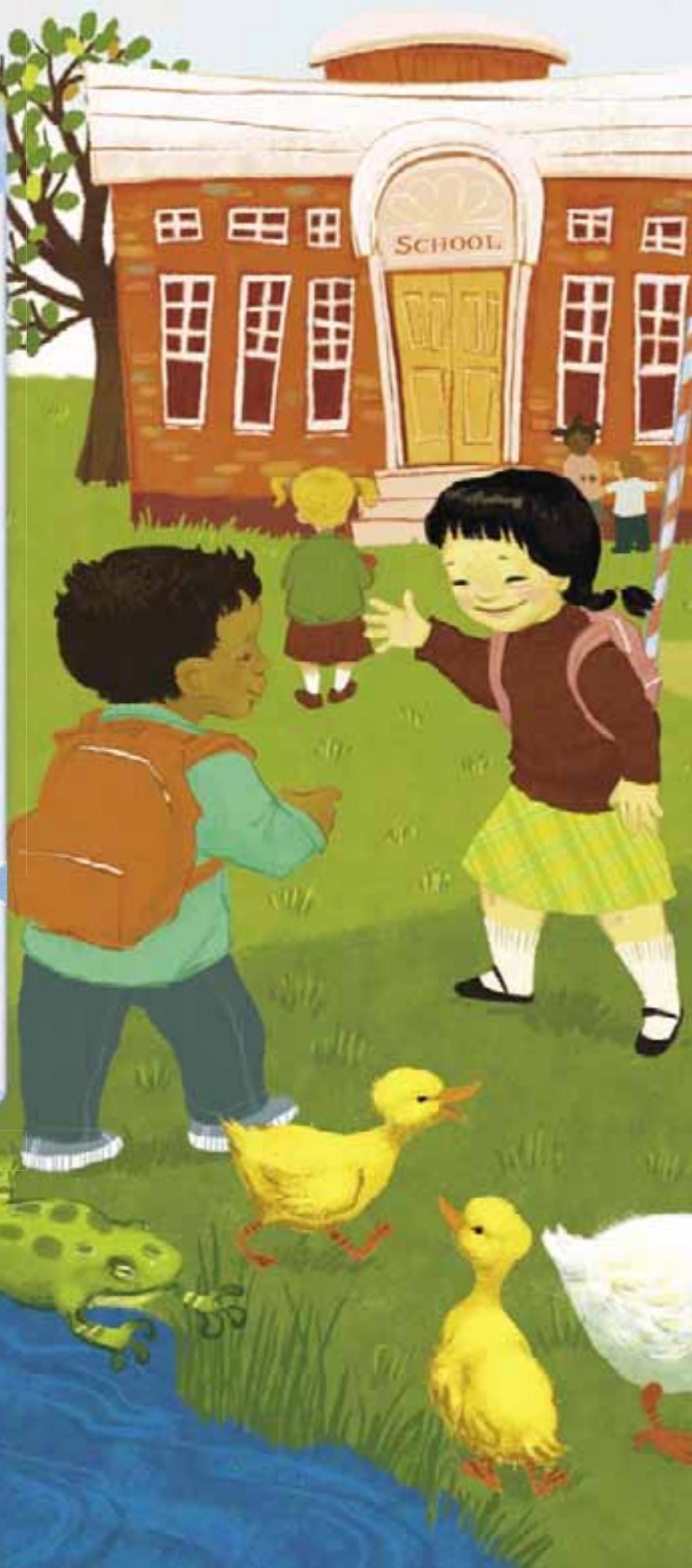
why
late
school
today
away
way

Glen
glad



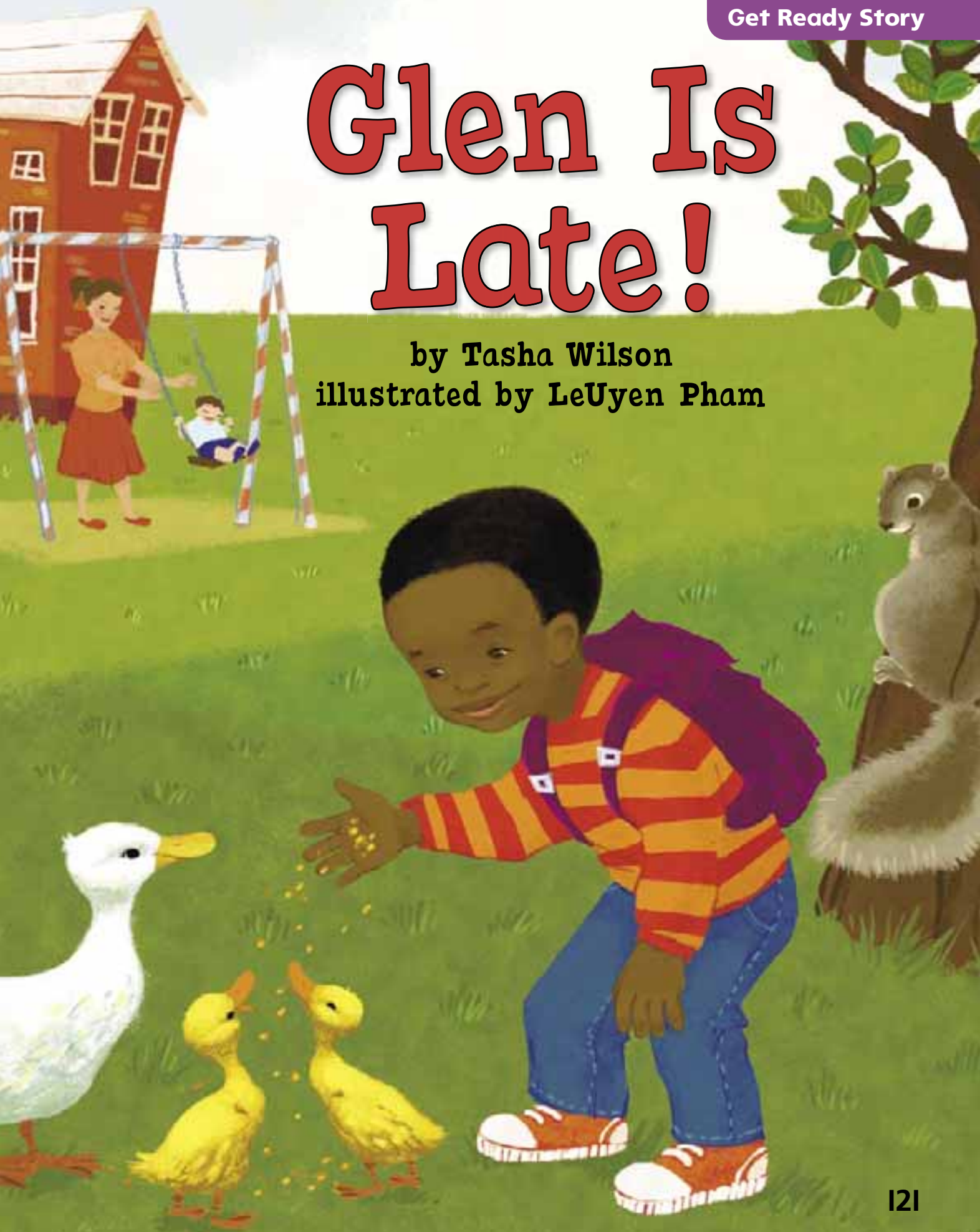
Read to Find Out

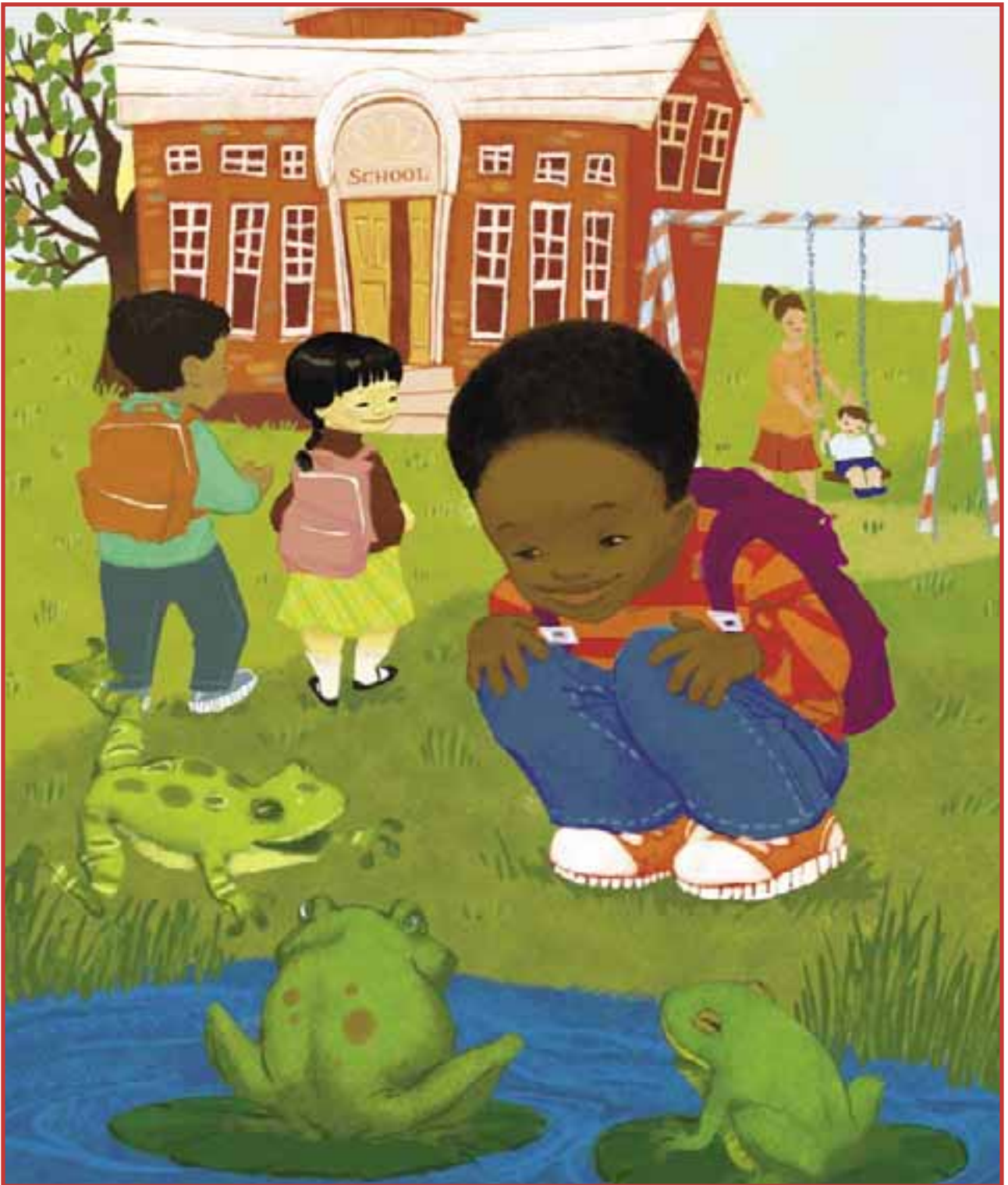
Why is Glen late?



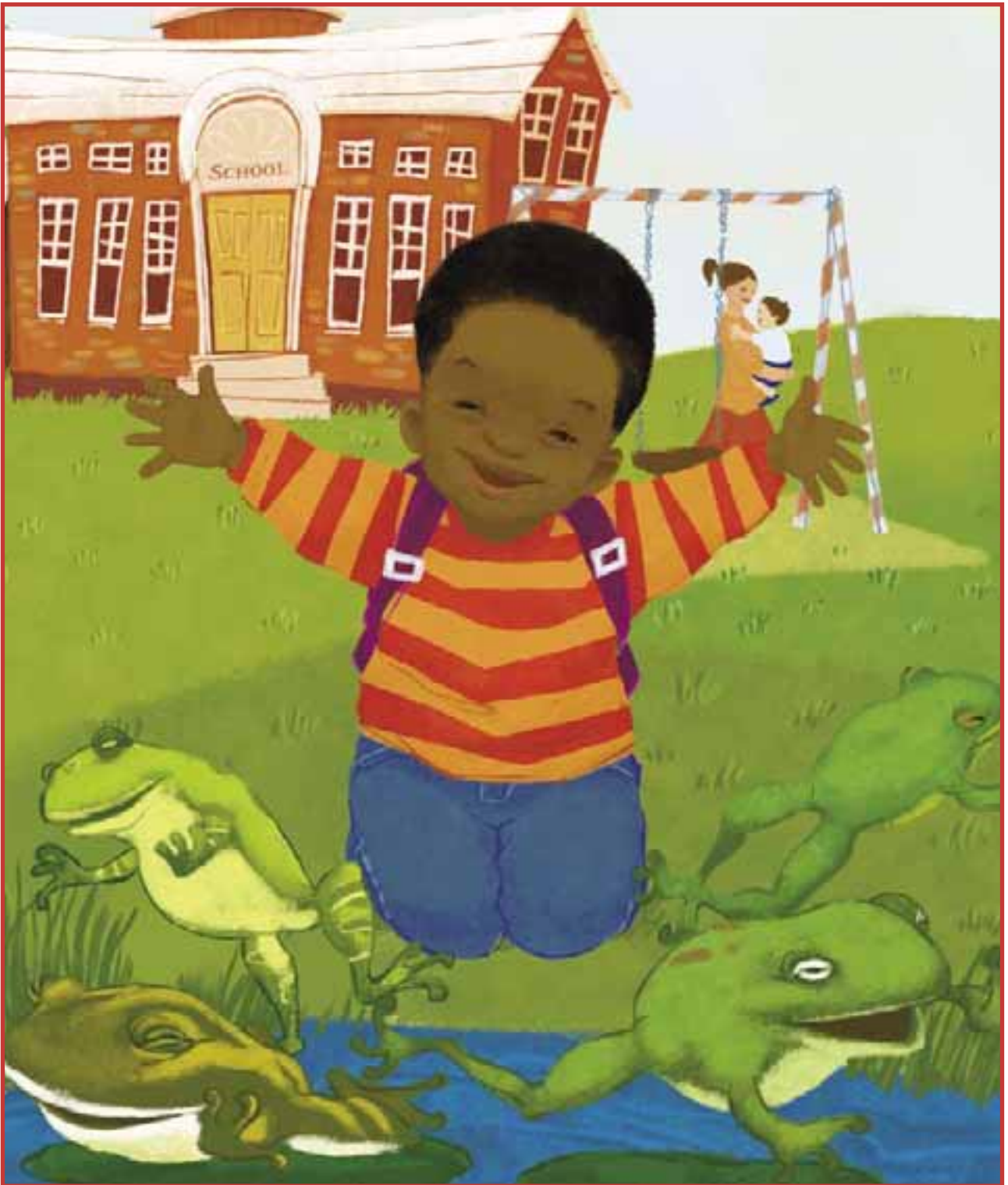
Glen Is Late!

by Tasha Wilson
illustrated by LeUyen Pham

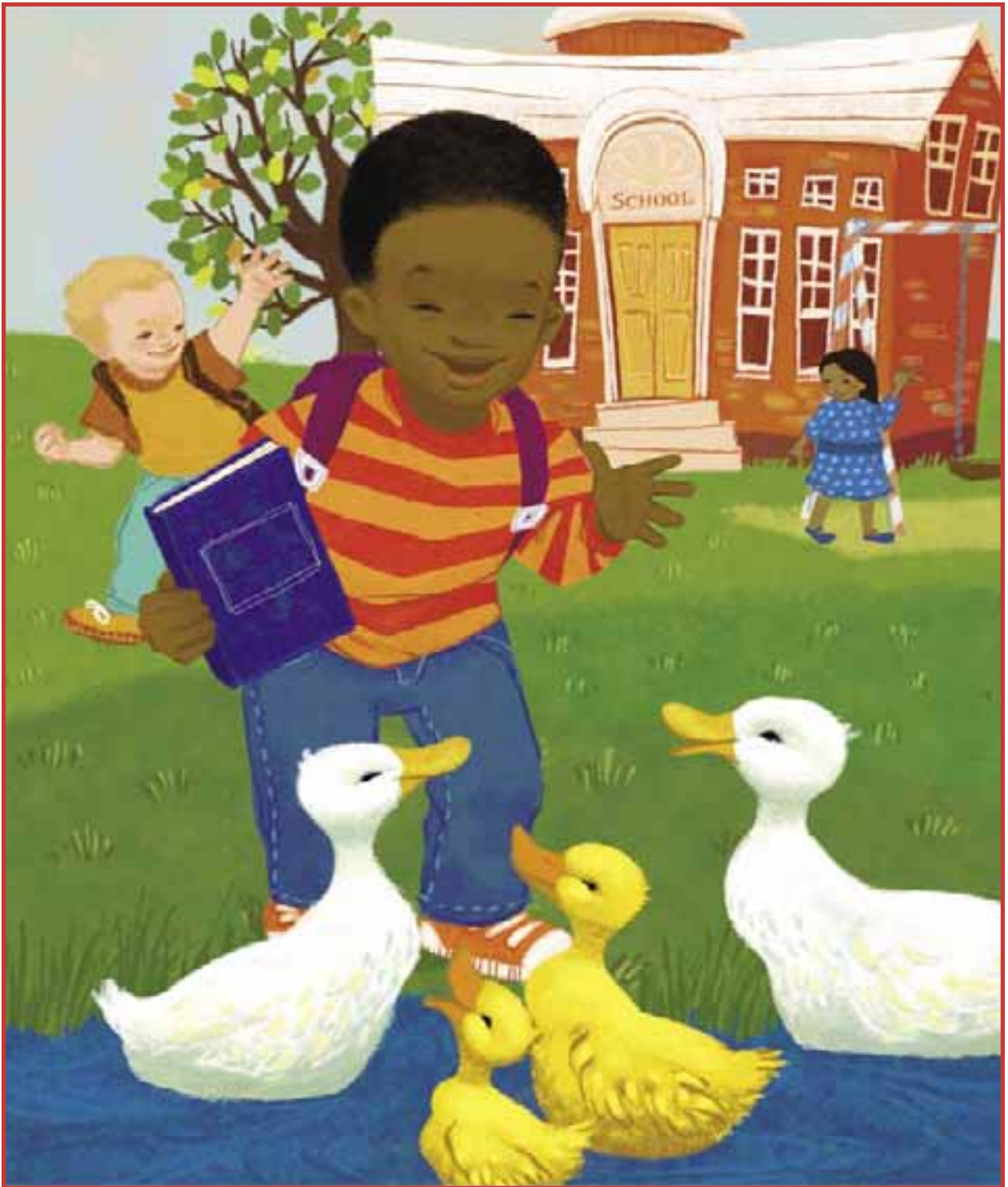




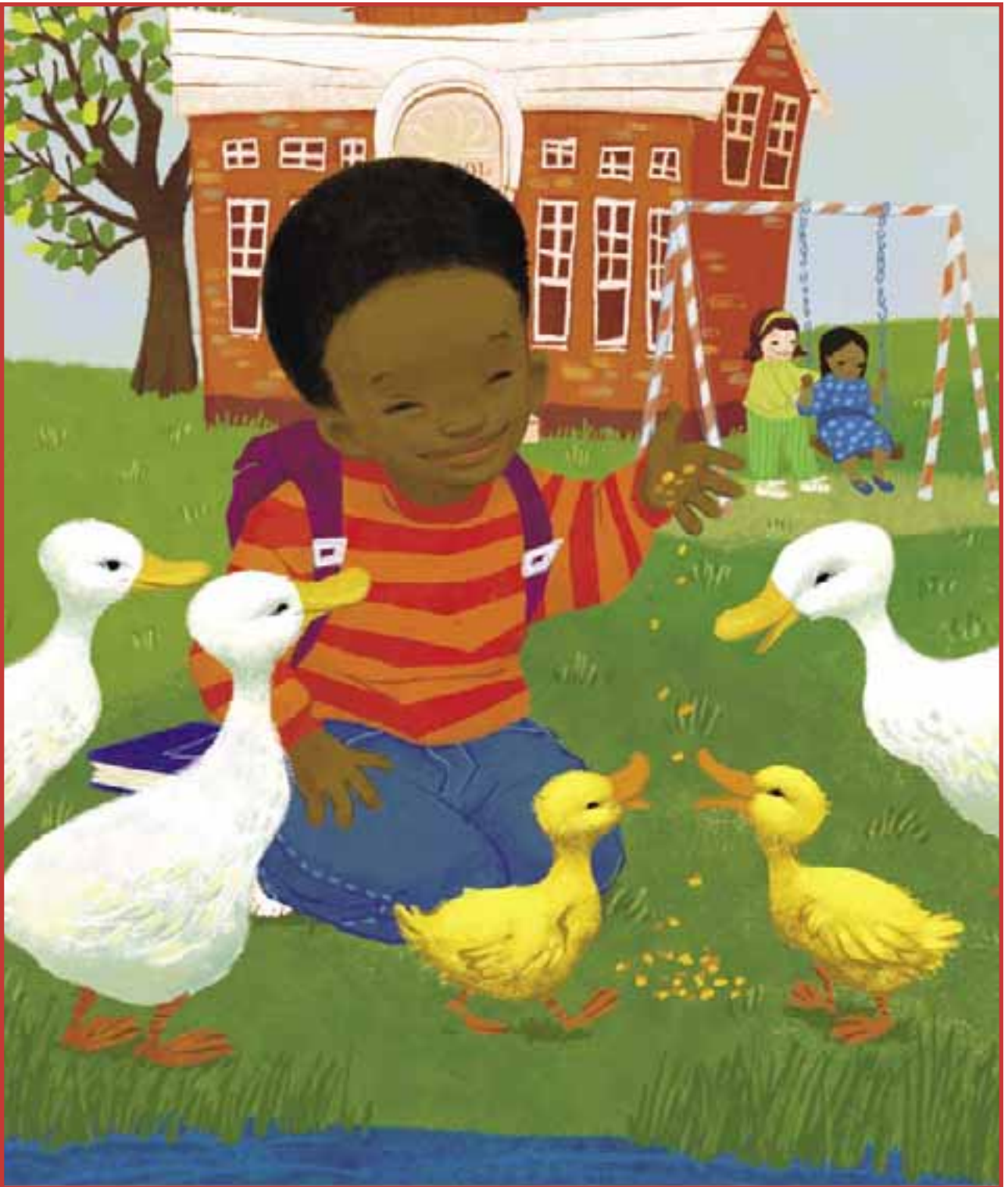
Why is Glen **late** for **school today**?
He wants to see some frogs at play.



The frogs hop up and hop **away**.
They make Glen very late today!



Why is Glen late on his **way** back?
He wants to see the ducks that quack.



The ducks are glad to see him, too.
They are quacking, "We like you!"

Comprehension

Genre

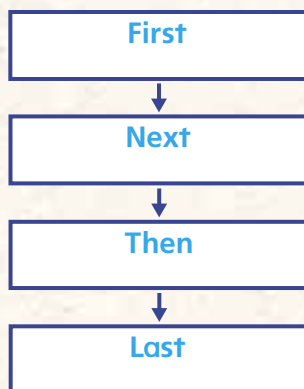
In a **Rhyming Story**, some words end with the same sound.



Visualize

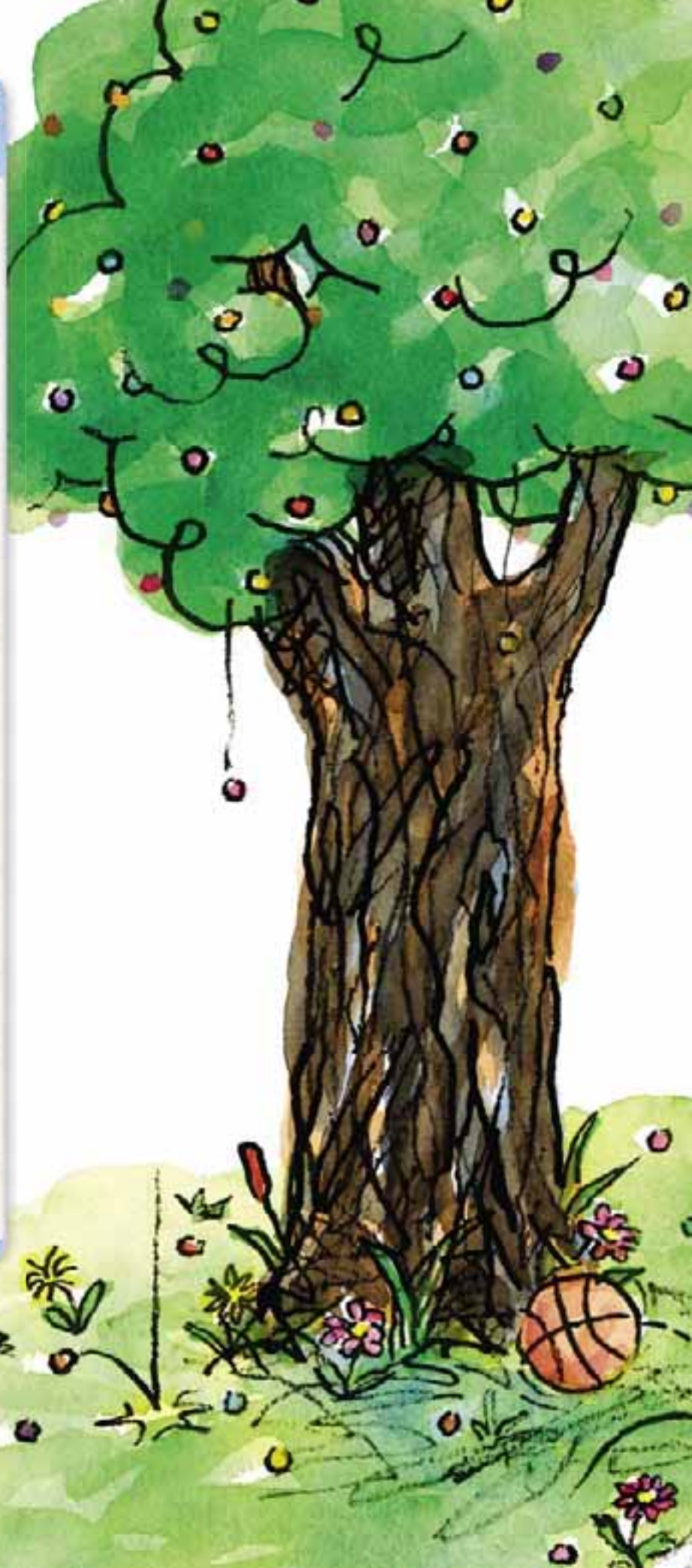
Sequence

As you read, use your **Sequence Chart**.



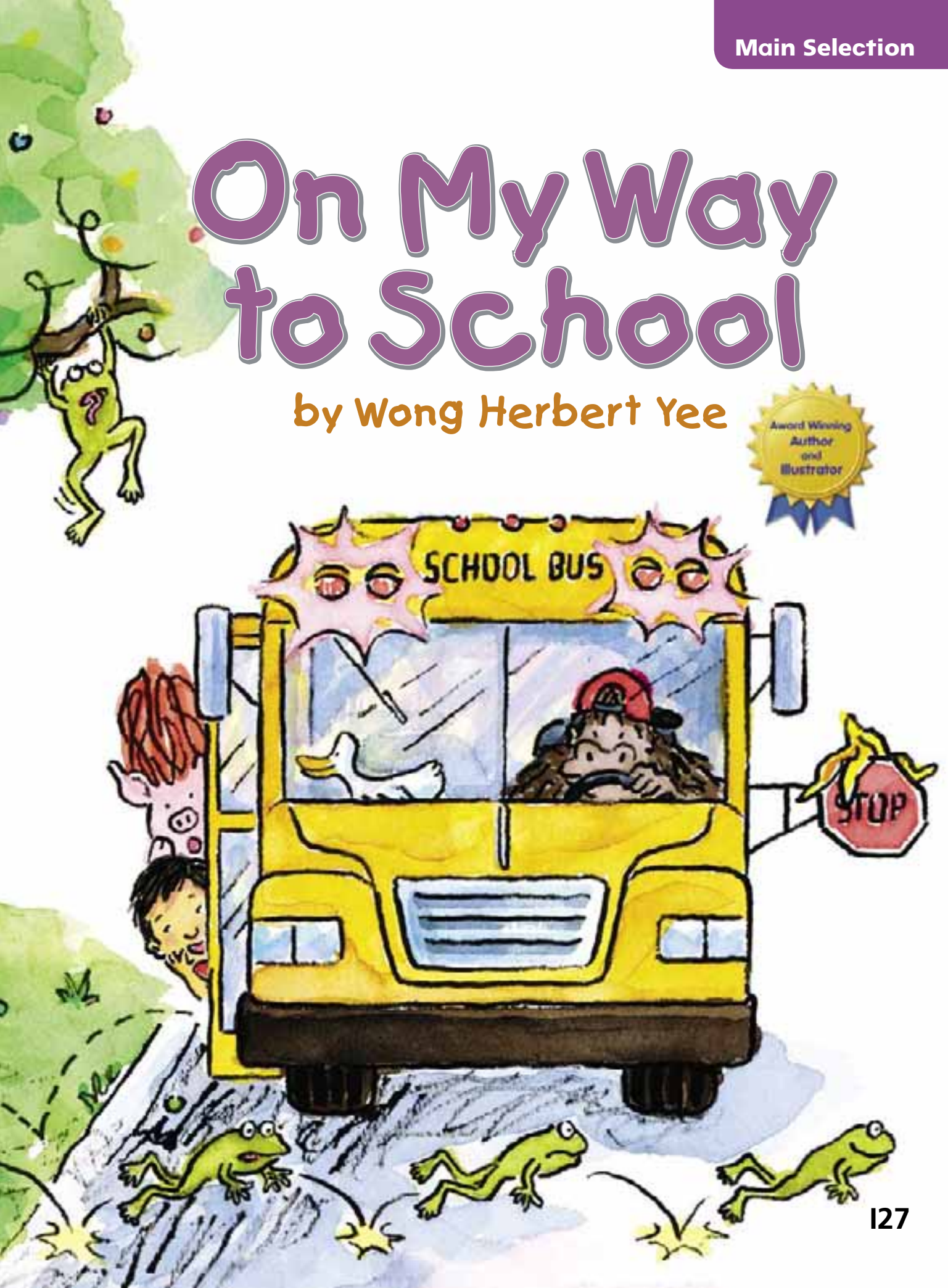
Read to Find Out

What happens to the boy on his way to school?



On My Way to School

by Wong Herbert Yee





On my **way** to **school** **today**,
a pig asks me to come and play.



It's not just a pig.
It's a pig in a wig!
We run for the bus,
just the two of us.

Pig and I run very fast.
We get on the bus at last.
Huff, puff! The bus zips **away**.
Pig makes me **late** for school today!



On my way to school, we pass
a trash truck that ran out of gas.
On top of that truck,
sit two apes and a duck!





The apes and duck hop in the bus.
They sit down with the rest of us.



Slip, flip! The bus zips away.
Apes make me late for school today!



On my way to school, we see
frogs up in a gumdrop tree.



Plip, plop! The gumdrops drop.
Two frogs clip. Two frogs mop.



The frogs hop in the bus.
They sit down with the rest of us.
Hip! Hop! The bus zips away.
Frogs make me late for school today!



Here we go, just one last stop.
The frogs hop in the pond. Plip, plop!

Duck is off to get some gas.
The apes fish and nap in the grass.



Tick, tock! The bus zips away.
It looks like I am late today!





Now, the bus drops me off at school.
I see a crocodile slink out of a pool!



I think it slid under the gate.
And that, Miss Fox, is **why** I am late!

On the Way with Wong Herbert Yee

Wong Herbert Yee says, "No bus picked me up at the corner. I walked a mile to get to school! When I write, I use things that really happened. My imagination fills in the rest. Remember what you see, read, and hear. You may write a funny story, too!"

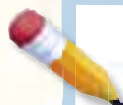
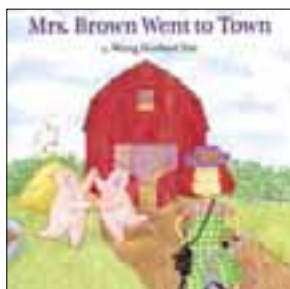
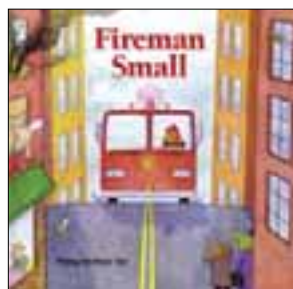


Other books

by Wong Herbert Yee



Find out more about Wong Herbert Yee at www.macmillanmh.com



Author's Purpose

Wong Herbert Yee wanted to write a funny story about getting to school. Draw how you get to school. Write about it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What makes the boy late first? What makes him late next?
2. Have you ever been late for school? Tell what happened.
3. Could this story really happen? Tell why or why not.
4. What makes both the boy in *On My Way to School* and Glen late?

First
↓
Next
↓
Then
↓
Last



READ TOGETHER

Language Arts

Genre

A **Riddle** is a question with a clever, funny answer.



Text Feature

A **Sign** uses words or pictures to give information.



Find out more about riddles at www.macmillanmh.com

Take a Riddle Ride

Get Ready to Laugh!



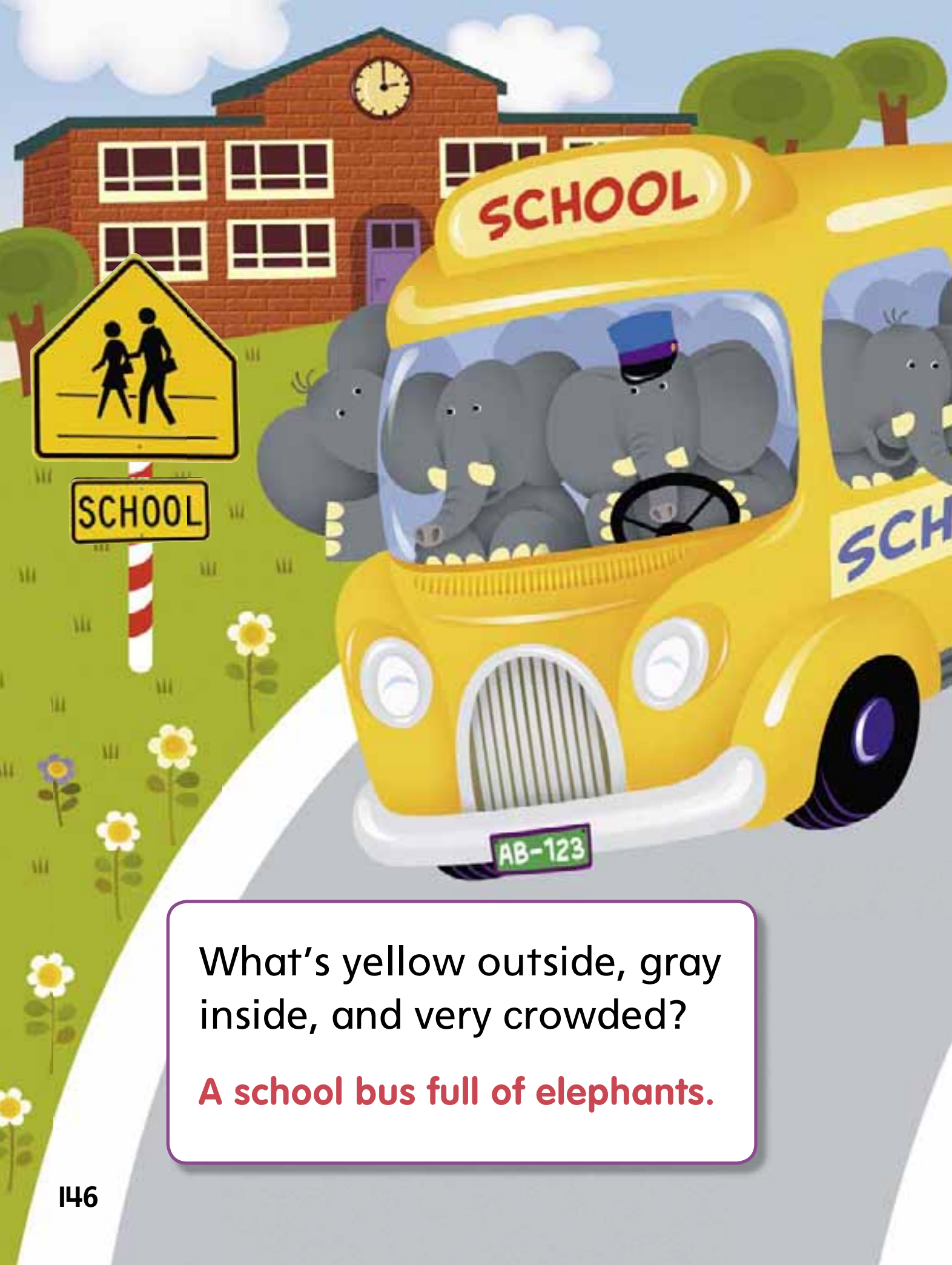
What do you say to a runaway traffic sign?

Stop, sign!



Why did the dog cross
the road?

To get to the barking lot.



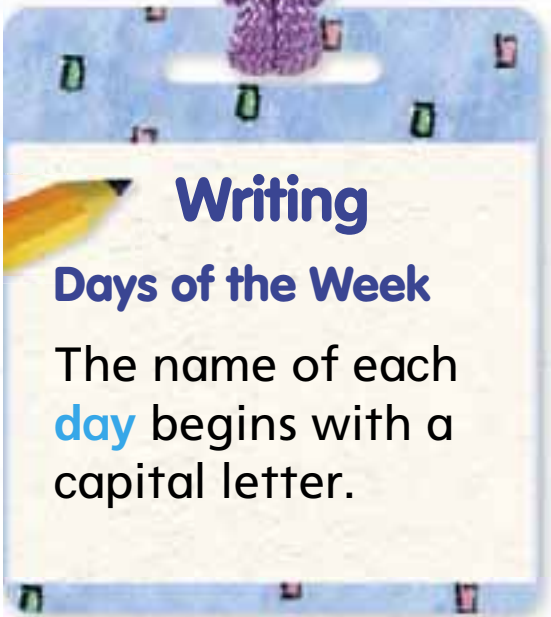
What's yellow outside, gray
inside, and very crowded?

A school bus full of elephants.



Connect and Compare

What signs might the children see in *On My Way to School*?



Writing

Days of the Week

The name of each **day** begins with a capital letter.

Write a Silly Rhyme

Callie wrote a rhyme about something silly.

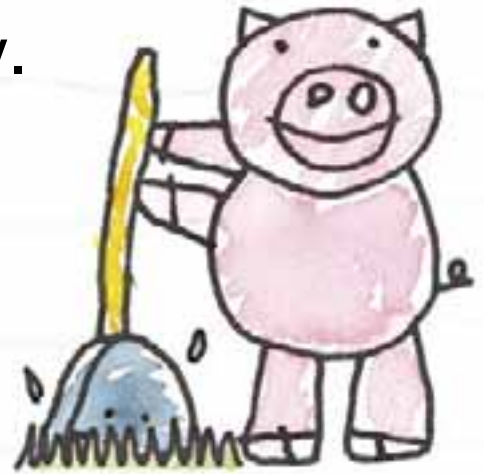


On Monday, I saw a cat.

It wore a blue hat!

Your Turn

Imagine something silly.
Write a rhyme about it.
Name the day of the
week it happened.



Writer's Checklist

- ☒ Do some words rhyme?
- ☒ Does the name of the **day** begin with a capital letter?
- ☒ Does each statement end with a special mark?



Lost!



"My frog is lost!" said Jack.

"Let's look for her," said Meg.

Jack looked under the bed.

Meg looked in her pack.



"What does she like to do?"
asked Meg.

"She likes to get wet," said Jack.
They ran to the sink.
There was Frog having a drink!

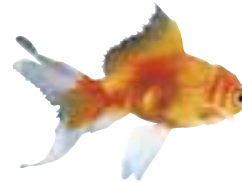


Tip

Look for clues.

Directions:
Answer the questions.

1. What did Jack lose?



2. Where did Jack look for his pet?

- ☐ in the yard
- ☐ on the bed
- ☐ under the bed

3. What was the pet doing in the sink?

- ☐ having a drink
- ☐ hiding
- ☐ sleeping



Writing Prompt

What makes you laugh?

Write a silly rhyme.

Use the name of a day of the week in your rhyme.



Glossary

What is a Glossary?

A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. There is a picture to help you.



Sample Entry

Letter

H h

Main Entry

hen

Sentence

A hen lays eggs.



Bb

bus

We take the **bus** to school.



Cc

claws

A prairie dog has long **claws**.



Dd

drum

I play the **drum** in the band.



Hh

hen

A **hen** lays eggs.



Ii

instrument

This **instrument** makes a pretty sound.



Jj

jug

The **jug** has milk in it.



Ww

wig

I wear a wig.



well

Sam got water from a well.



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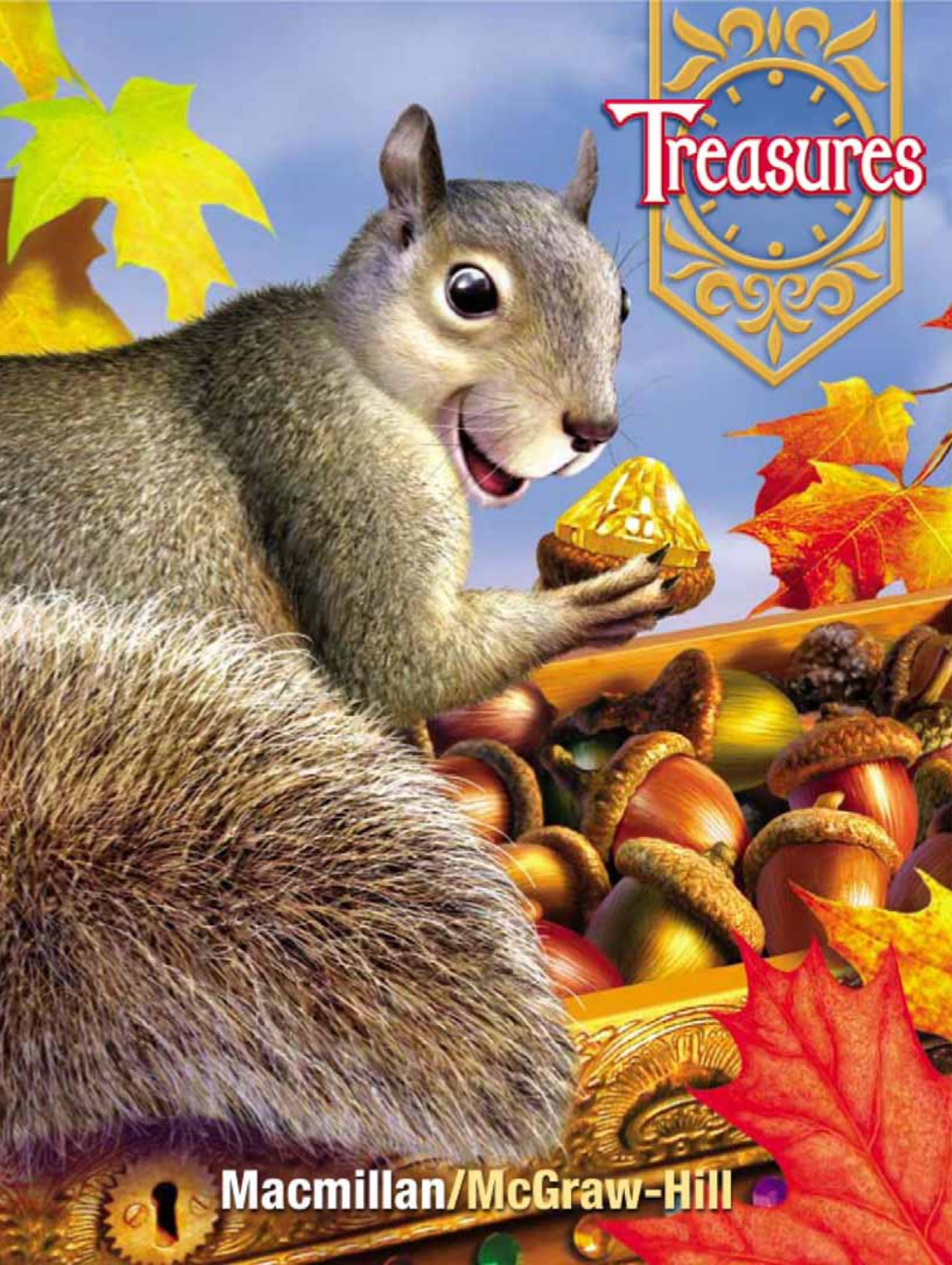
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A detailed illustration of a grey squirrel with a bushy tail, sitting and holding a nut in its paws. The nut has a large, faceted yellow gemstone embedded in it. The squirrel is looking at the nut with a happy expression. It is surrounded by a large pile of acorns and autumn leaves in shades of yellow, orange, and red. In the background, there is a blue sky and a decorative gold frame containing a clock face. The word "Treasures" is written in a stylized, red, serif font with a white outline, positioned in the upper right corner.

Treasures

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A Reading/Language Arts Program



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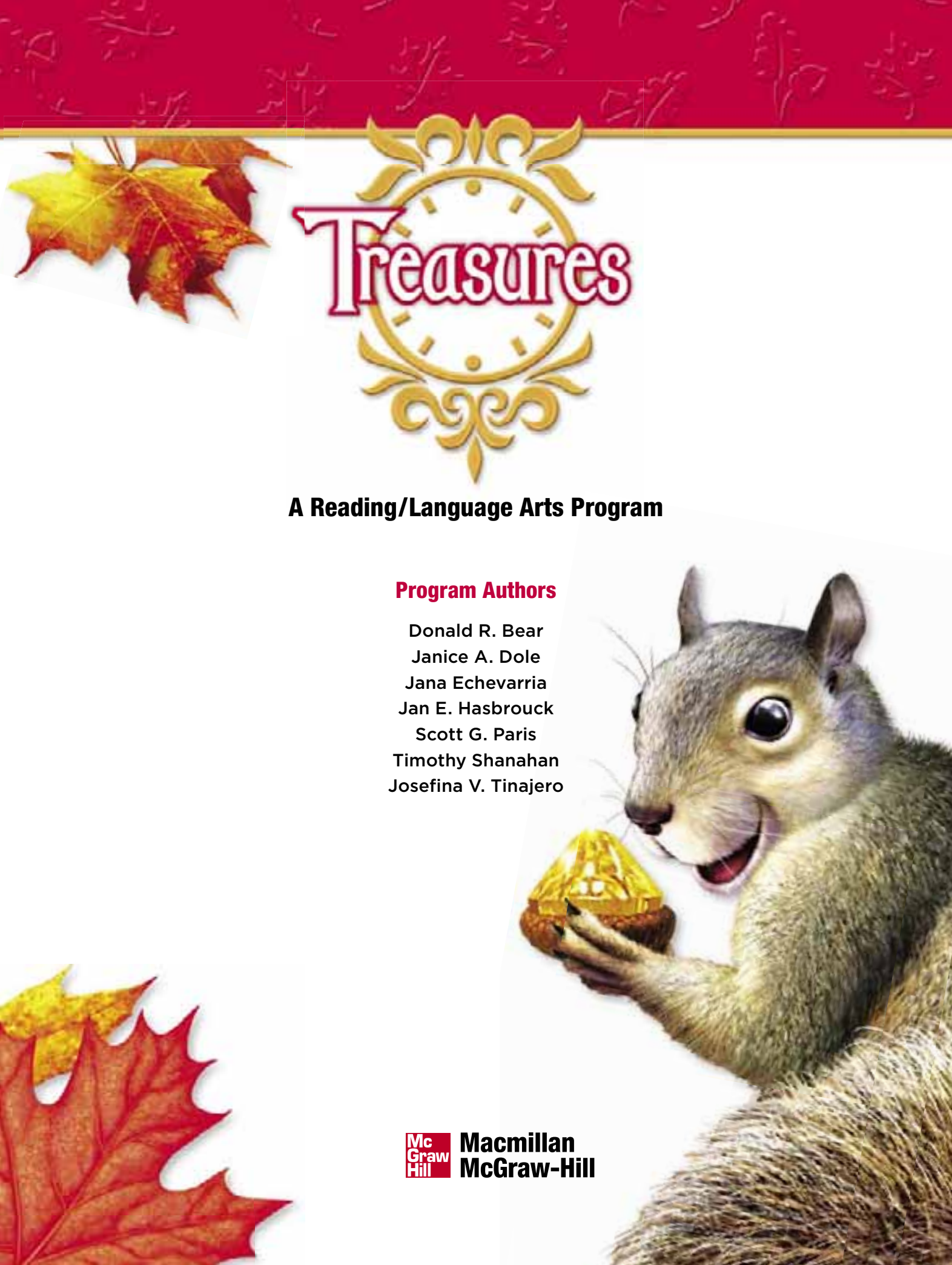
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A Reading/Language Arts Program

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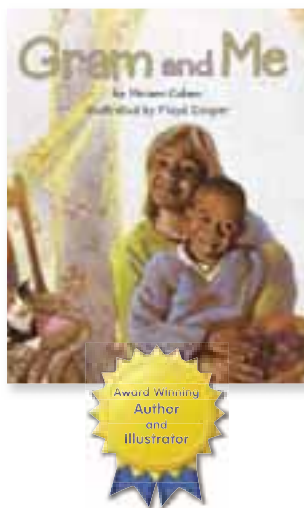
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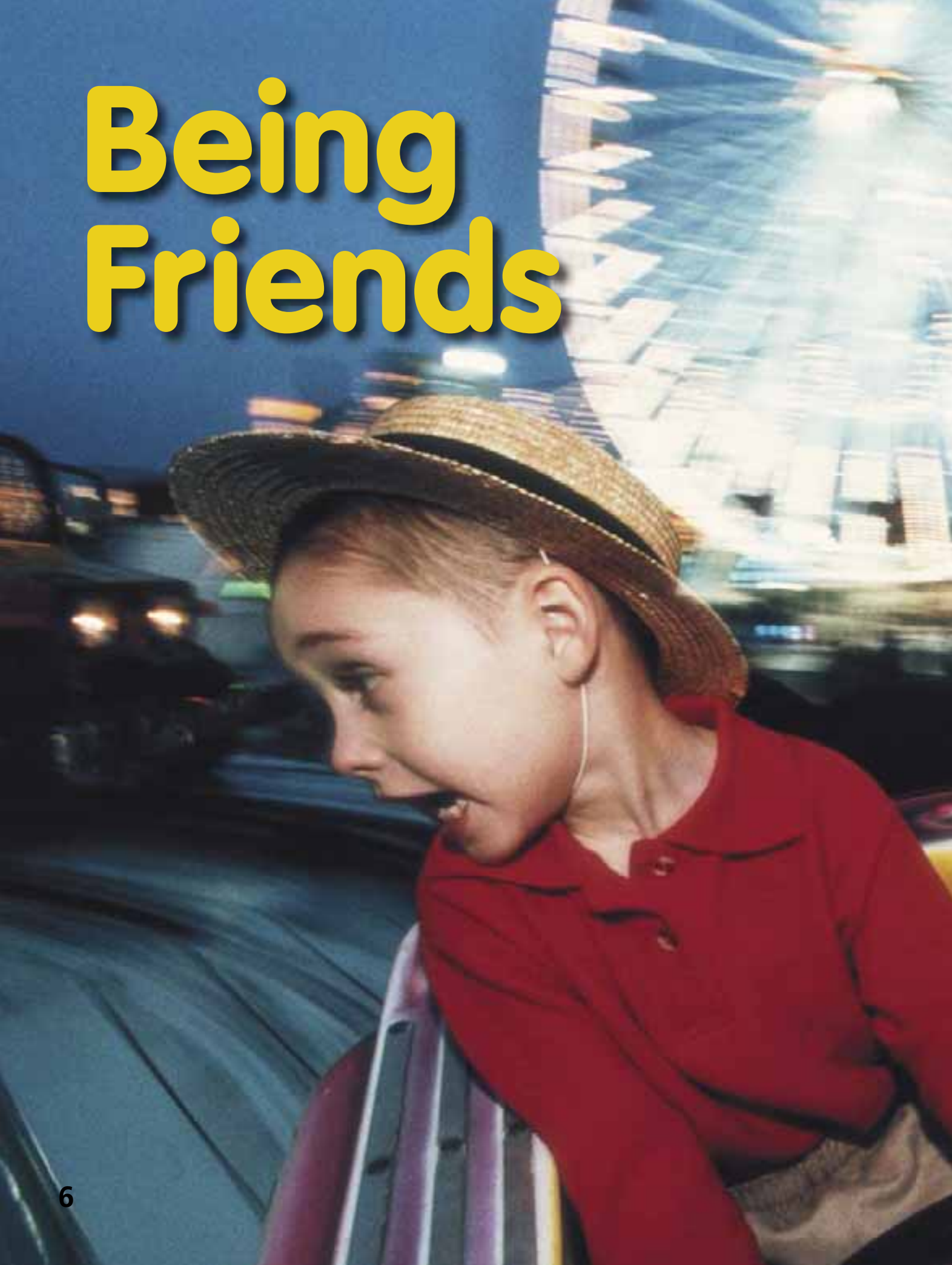


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Being Friends





Talk About It

What do friends do together? How can you be a good friend?



Find out more about being friends at
www.macmillanmh.com

Words to Know

walk
could
all
oh
hello
pull

game
gave

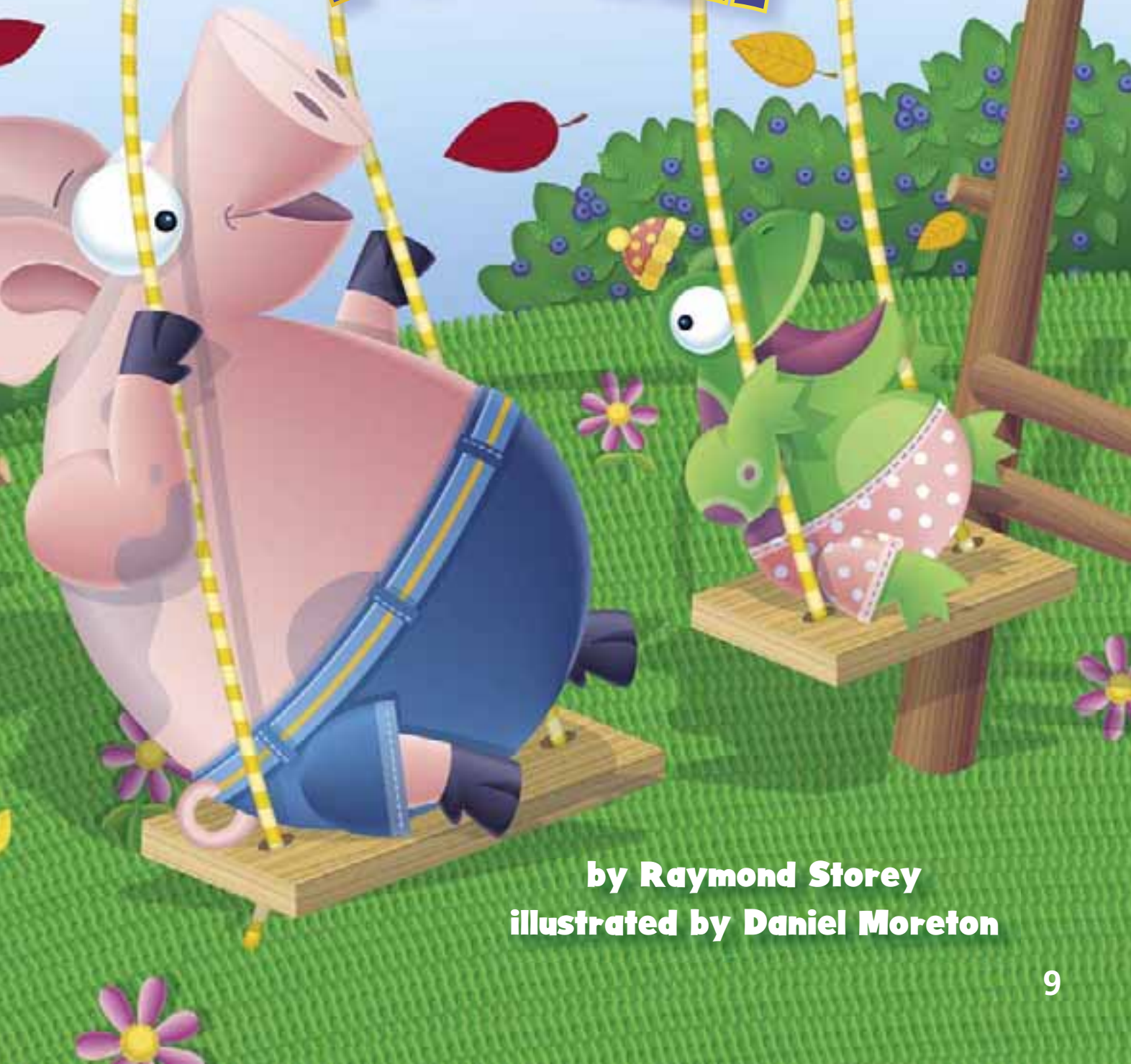


Read to Find Out

Will Cat's game
be good for all
the pals?



A Good Game for All



by Raymond Storey
illustrated by Daniel Moreton



"Let's **walk** over to see Cat," said Pig to Frog. "We **could all** play."

"**Oh**, yes," said Frog. "Let's go."



"**Hello**, Pig and Frog," said Cat. "I have a game for us. Let's **pull** on this and see who wins. Frog can pull with me."



Cat and Frog pulled and pulled.
But then Pig gave a big pull, and
down they went!



"This is not a good game for us," said Fig. "Let's play tag."

And that is what they did.

Comprehension

Genre

A **fantasy** is a made-up story that could not really happen.



Story Structure

Make Predictions

As you read, use your **Predictions Chart**.

What I Predict	What Happens

Read to Find Out

What game will Kate play?

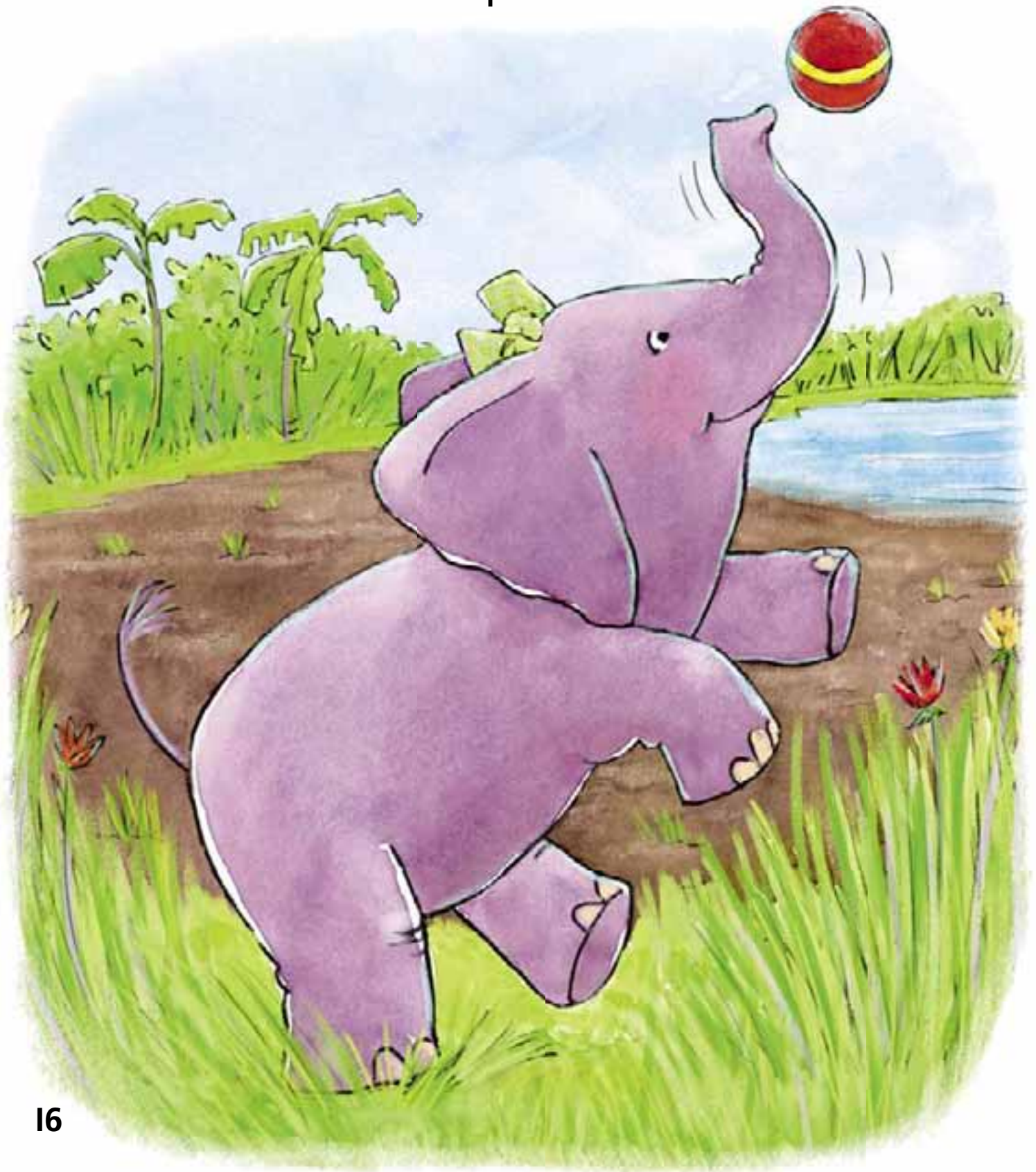


Kate's Game



by Janie Bynum

Kate liked to make up games. Today, she had her red ball. She tossed it up. It landed on the tip of her trunk.



Tom came to see Kate.

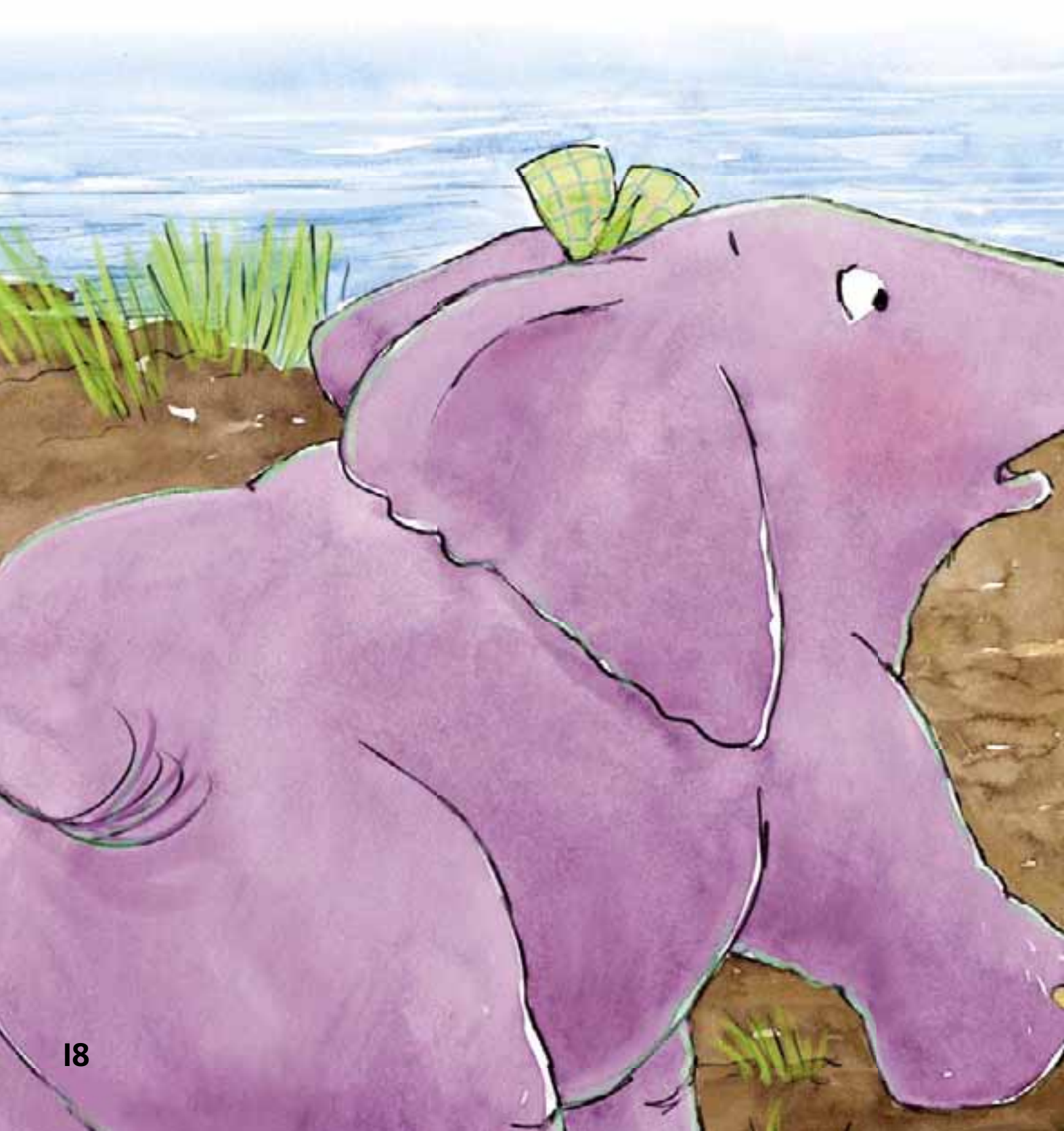
"**Hello**, Kate," he said. "You make up the best games. Can I play, too?"



Kate tossed the ball to Tom.

PLOP!

"**Oh**, no!" said Kate. "The ball is in the mud!"



"I **could** get it," said Tom. "Cats are little and fast. We can run on top of mud."

"You are brave," said Kate.



Tom ran to get the ball.

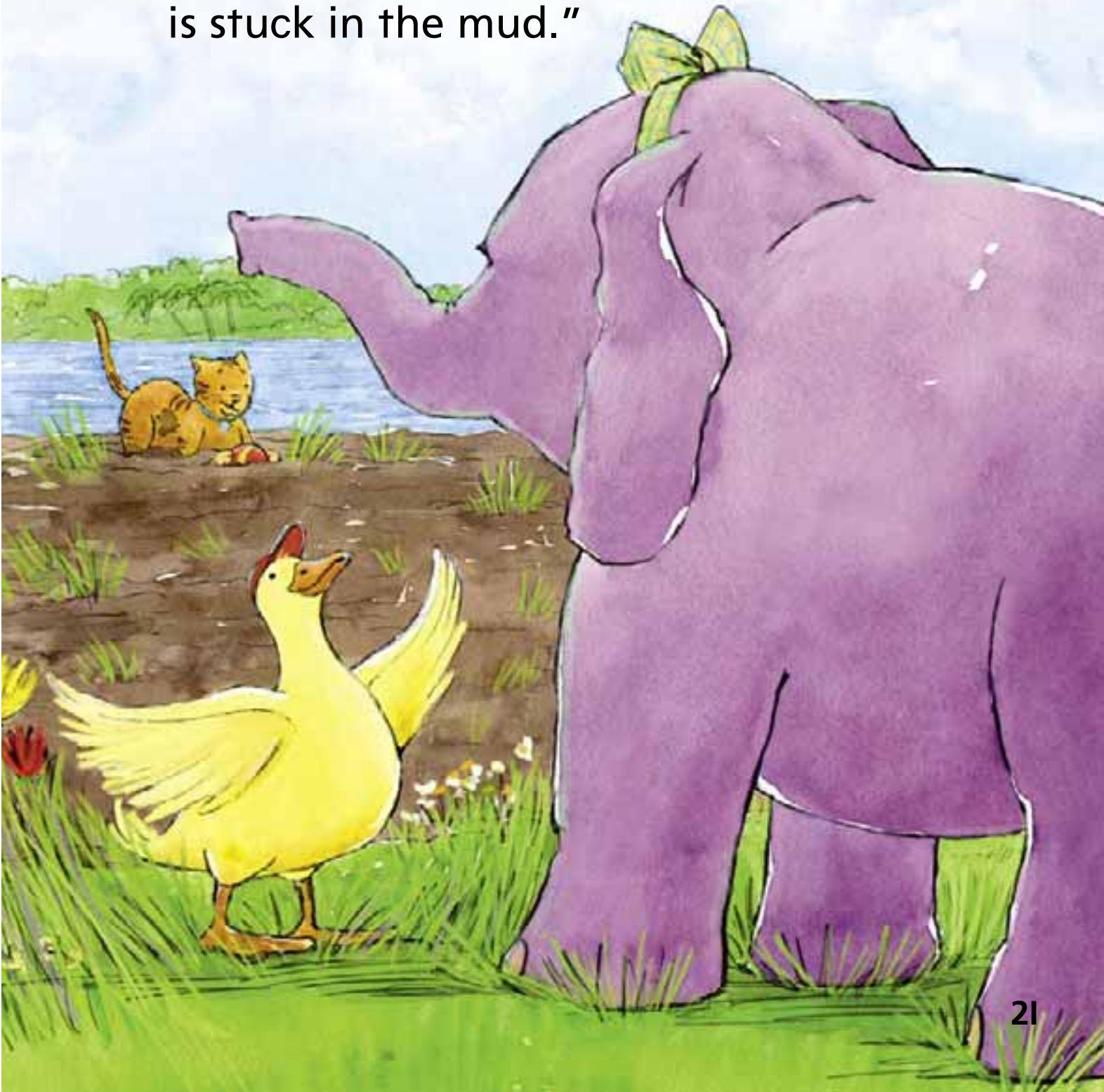
"Oh, no!" said Tom. "The ball is stuck and I am, too."



Jake came to see Kate.

"Hello, Kate," he said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom is stuck in the mud."



"I could help," said Jake. "Look at my feet. Ducks can **walk** on mud."

"You are brave," said Kate.



Jake went to help Tom.

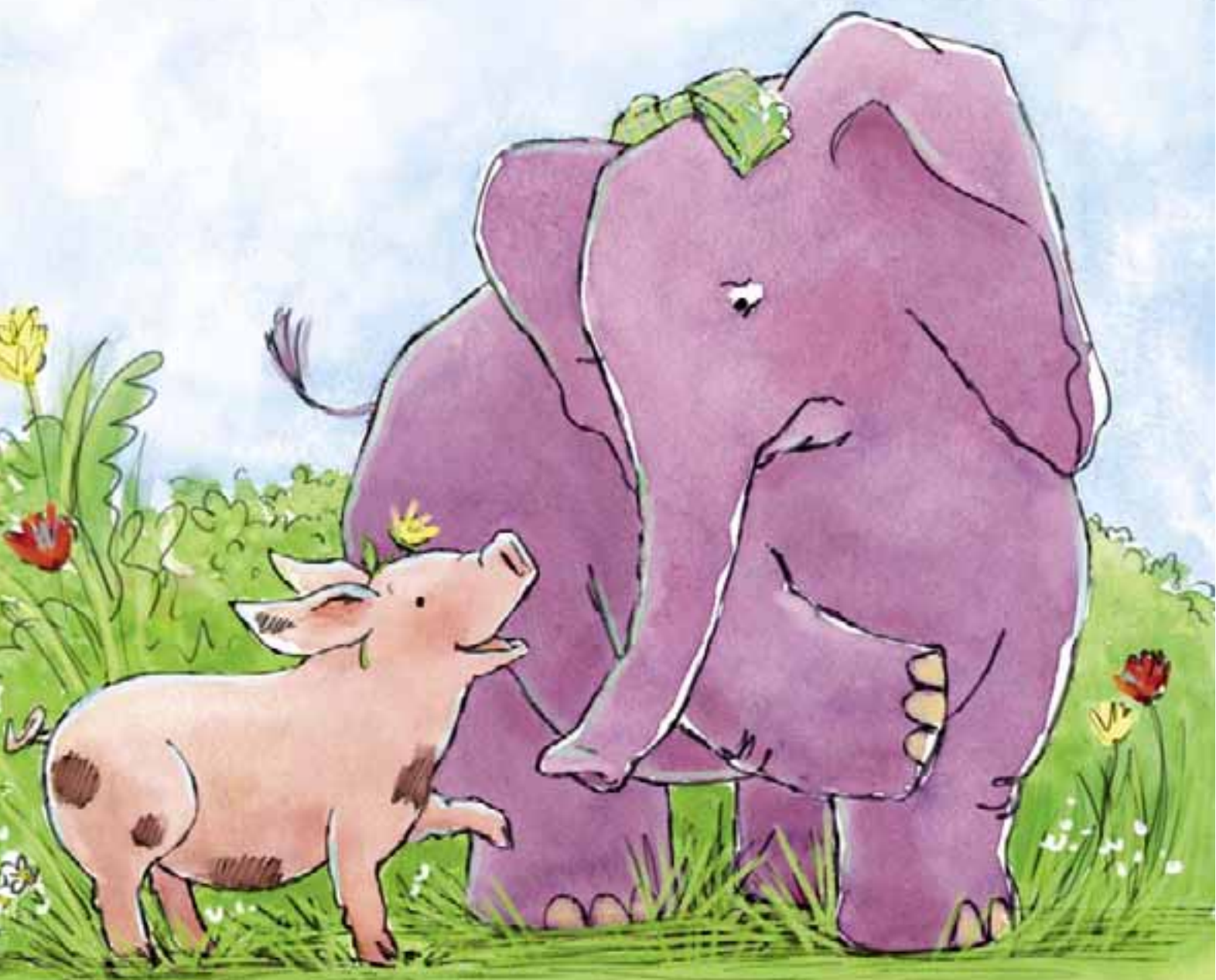
"Oh, no!" said Jake. "Tom is stuck
and I am, too."



Jane came to see Kate.

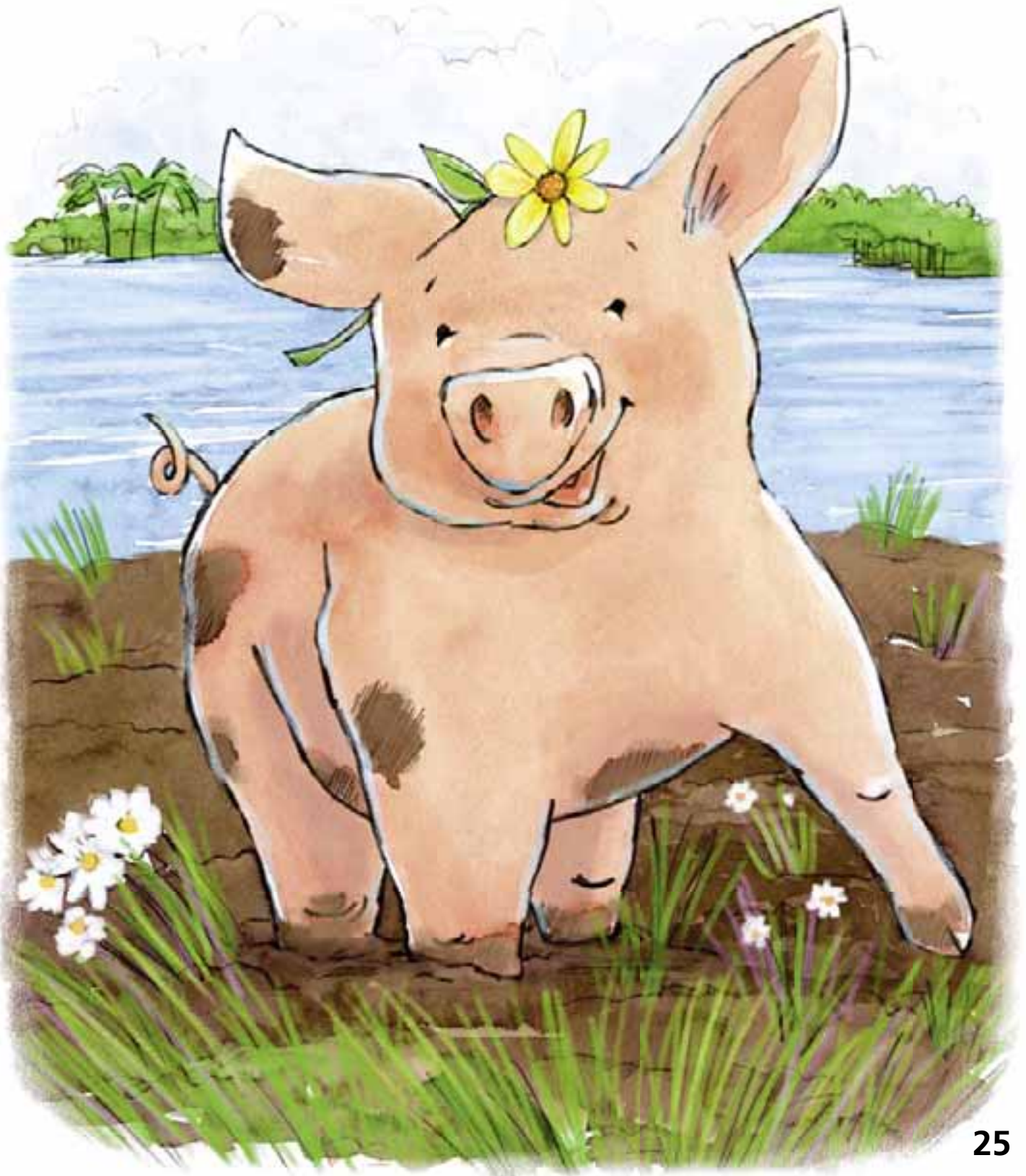
"Hello, Kate," she said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom and Jake are stuck in the mud."



"I could help," said Jane. "Pigs like mud. I can wade in it."

"You are brave," said Kate.



Jane went to help Jake and Tom.

"Oh, no!" said Jane. "Jake and Tom are stuck and I am, too!"



"I can help," said Kate. "Jane can grab my trunk. Jake can get Jane's tail. Tom can take Jake's wing. Now let's **all pull.**"



They all came out of the mud.

"That was not a very good game, Kate,"
said Tom and Jake and Jane.



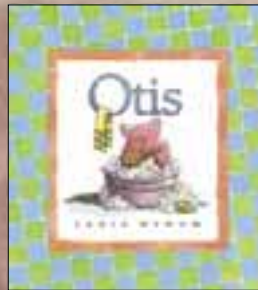
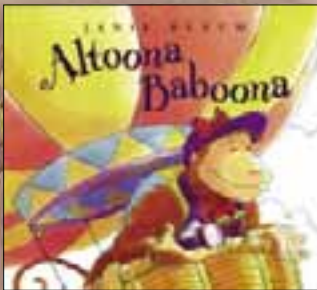
"No," said Kate. "But I have a much better one."

"Oh, Kate!" said her friends. "You make up the best games!"



Janie Bynum's Game

Janie Bynum says, "As a child, I was always playing in the mud and making messes. While making messes, I was usually making friends. At the end of the day, we'd spray ourselves with the water hose to get clean."



Other books
by Janie Bynum



Find out more about
Janie Bynum at
www.macmillanmh.com



Author's Purpose

Janie Bynum wanted to write about playing in the mud. Write about an animal that gets stuck in the mud.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What did you think Kate's game would be? What really happened?
2. What games do you like to play with friends?
3. How do you know Kate cares about her friends?
4. How are the friends in *Kate's Game* like the friends in "A Good Game For All"?

What I Predict	What Happens



Social Studies

Genre

Nonfiction gives information about a topic.



Text Feature

A **Map** is a drawing that shows where places are.

Content Words

address

city

post office



Find out more about mail at
www.macmillanmh.com

When You Mail a Letter



Liz wants to send a letter to her friend Meg.

In the letter, Liz tells Meg about her school.



Liz writes Meg's name and **address**. She adds the **city** and the state. She puts a stamp on it. Then she mails her letter.

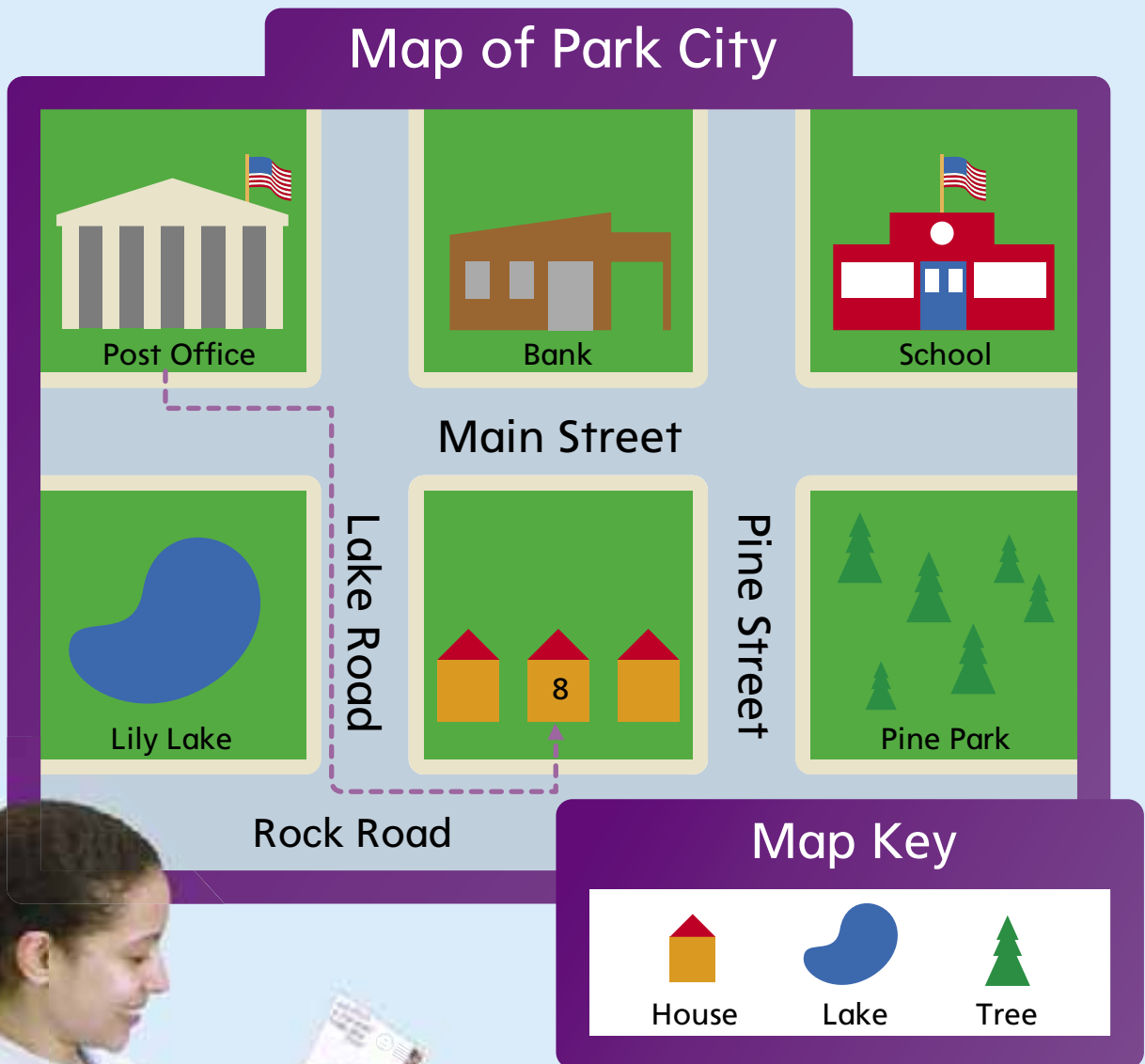
A truck will pick it up and take it to a **post office**. At the post office, letters are put into bunches.





Letters going to the same city go into one bunch. Then a plane takes Liz's letter away.

Now the letter goes to a post office in Meg's city. A mail carrier gets the letter. She looks at Meg's address.



Then she brings Meg the letter
from her friend!



Connect and Compare

What might Kate from *Kate's Game* say
in a letter to one of her friends?

Write a Letter

Writing

Verbs

A **verb** is an action word.

Ramon wrote a letter to a friend about a game.



Dear Greg,
I like playing with you!
It is fun when we kick the ball.

Your friend,
Ramon

Your Turn

Write a letter to a friend.
Tell what you like to do
together.



Writer's Checklist

- ☒ Did I use different kinds of sentences?
- ☒ Does each sentence have a **verb**?
- ☒ Did I use a comma after the greeting and the closing?

Your Turn

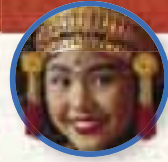
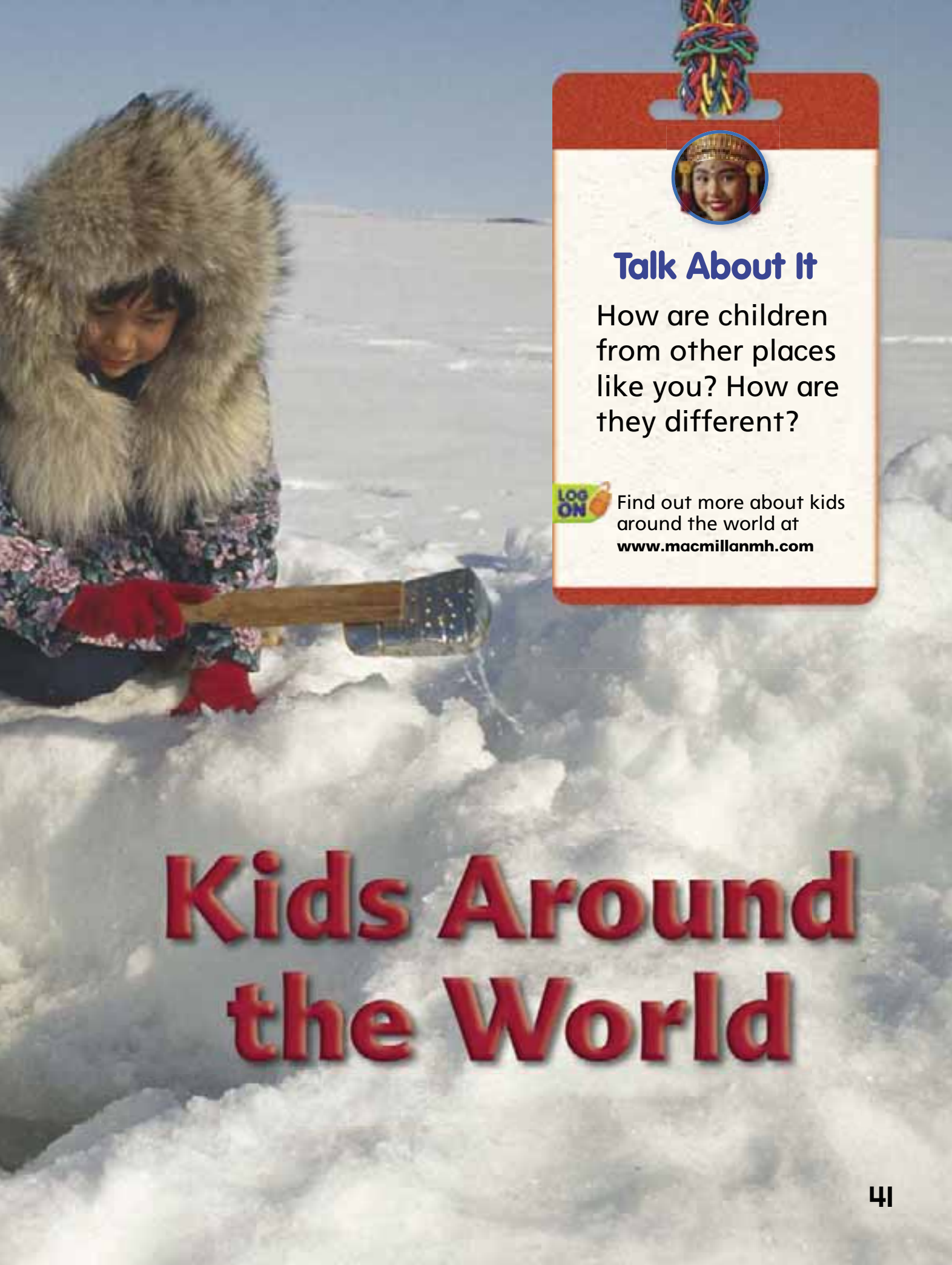
Write a letter to a friend.
Tell what you like to do
together.



Writer's Checklist

- ☒ Did I use different kinds of sentences?
- ☒ Does each sentence have a **verb**?
- ☒ Did I use a comma after the greeting and the closing?





Talk About It

How are children from other places like you? How are they different?



Find out more about kids around the world at
www.macmillanmh.com

Kids Around the World

Words to Know

girl
boy
together
when
people
care
water

sled
swim



Read to Find Out

How do kids
around the world
play?

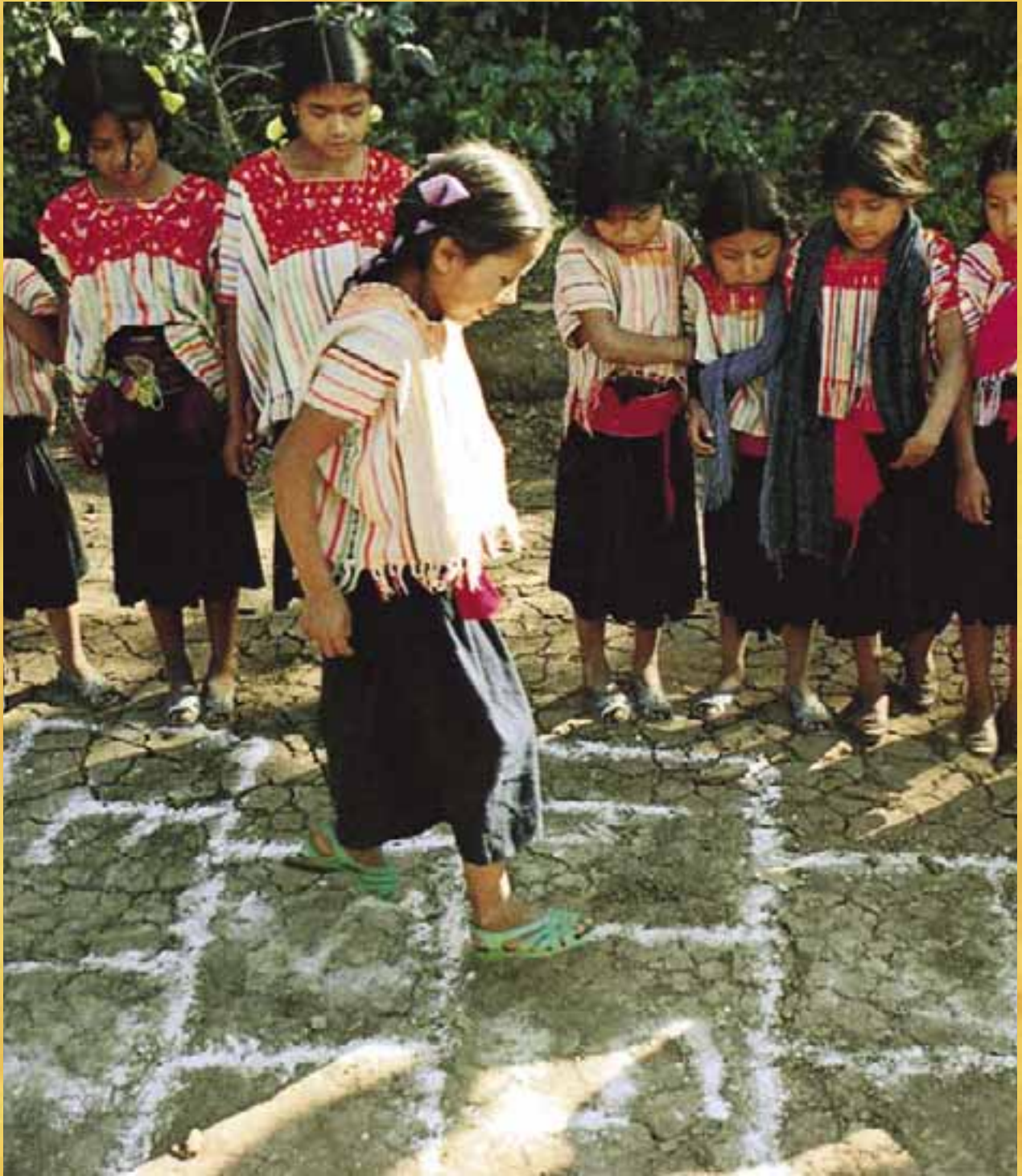


When Kids Play

by Linda Ortiz



Kids all over like to play!
Look at this **girl** hop. Do you
play this game, too?





Kids who live here sled a lot.
This **boy** and girl go down
the hill **together**.



When it's hot out, **people** here do not **care**. They can go for a swim. Kids can play in the **water**.

Kids all over like to play! Do you?



Comprehension

Genre

Nonfiction tells about real people and things.



Text Structure

Compare and Contrast

As you read, use your **Compare and Contrast Chart**.

Activity	Kids in One Place	Kids in Another Place

Read to Find Out

How do different kids help their families?



Kids Can Help

by Minda Novek



Kids all over like to help. This **boy** helps his dad cook. **Together** they will make something good to eat.



United States

This **girl** helps her mom bake bread. It smells good. It will taste good, too.



United States



Philippines

Kids can help wash. Where this girl lives, **people** go to the river to wash things. She takes a tub with her.



England

This boy is standing at his sink. He helps wash pots, plates, and cups. He uses **water** and lots of suds.

Where this girl lives, people get water at a well. She will help her mom bring it back home.



Burkina Faso

This boy helps his dad fish. They pick the big ones. Then they take them back home to eat.



Malaysia



United States

This boy takes **care** of his little brother. He helps him to get dressed.



Laos

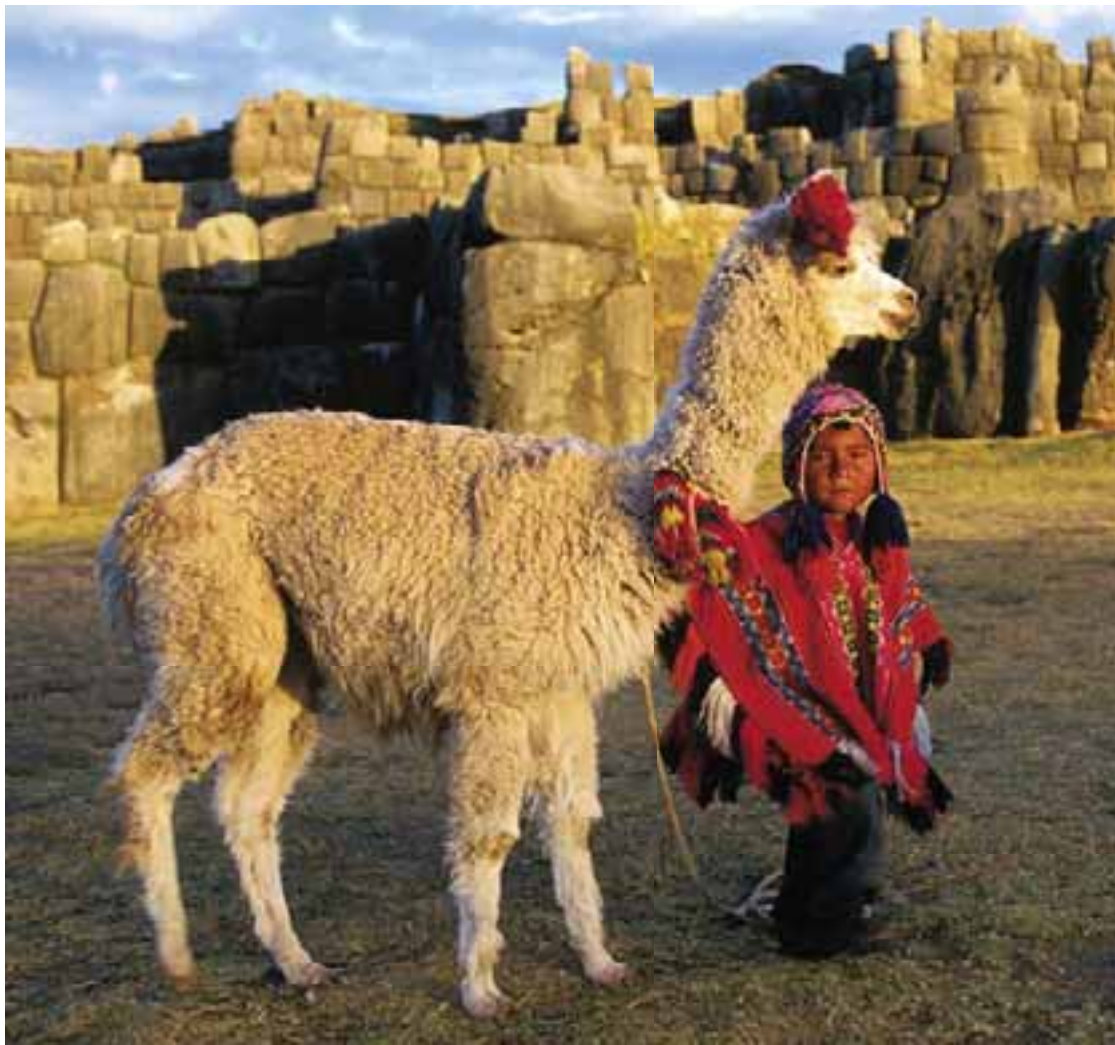
When this girl helps take care of her brother, she puts him on her back.

Here, animals pull big sleds. When they get back home, this girl helps. She takes them to be fed.



Norway

This boy helps take care of animals, too. He takes his llama for a walk.



Peru



Japan

This boy digs and digs. He makes a safe path. Now his mom and dad will not slip.



United States

This girl helps take care of the grass. She likes to rake the leaves. Swish, swish, swish!

Kids can help in the neighborhood, too. This boy and girl stack used cans and glass. They will take them to be recycled.



United States

This boy helps take care of plants.
He brings them water to drink.

Kids all over like to help! Do you?



United States

Minda Novek's World



Minda Novek says, "In my books, I like to write about how people live all over the world. I use pictures of real people. I try to show how their lives are like yours and how they are different, too."



Find out more about
Minda Novek at
www.macmillanmh.com

Author's Purpose

Minda Novek wanted to show how kids help. Show how you help. Write about your picture.





Comprehension Check

Retell the Selection

Use the Retelling Cards to retell the selection.



Retelling Cards

Think and Compare



1. What is the same about how the boy and girl are helping to wash things? What is different?
2. How do you help your family at home?
3. How do kids in different places help like you do?
4. What do the children in *Kids Can Help* and "When Kids Play" do that is the same? What is different?

Activity	Kids in One Place	Kids in Another Place





Poetry

Genre

Poems use words in imaginative ways.



Literary Element

Word Choice is important in a poem. Poets often choose interesting words to write about everyday things.



Find out more about kids around the world at www.macmillanmh.com

READ TOGETHER

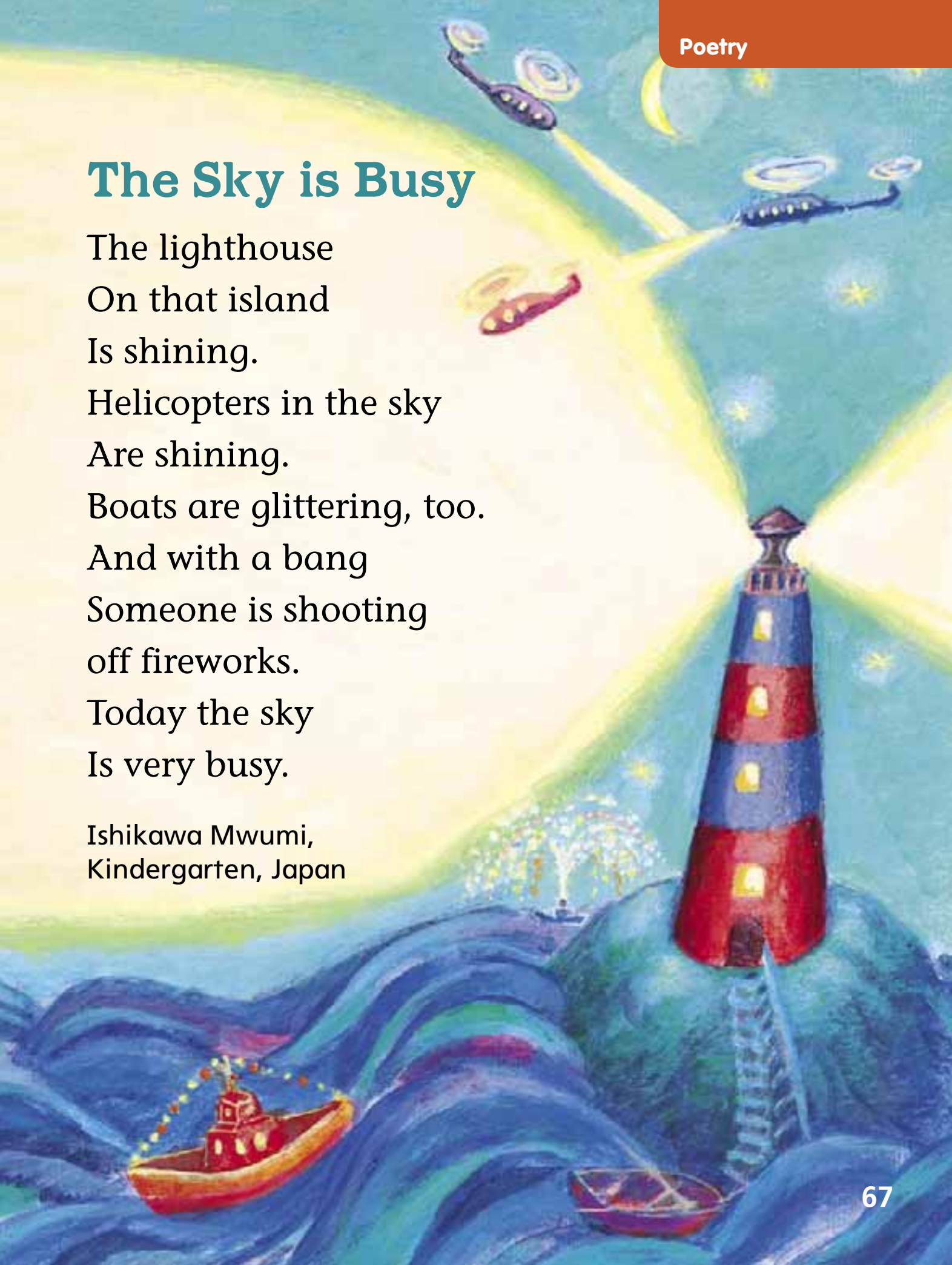
Poems by Kids

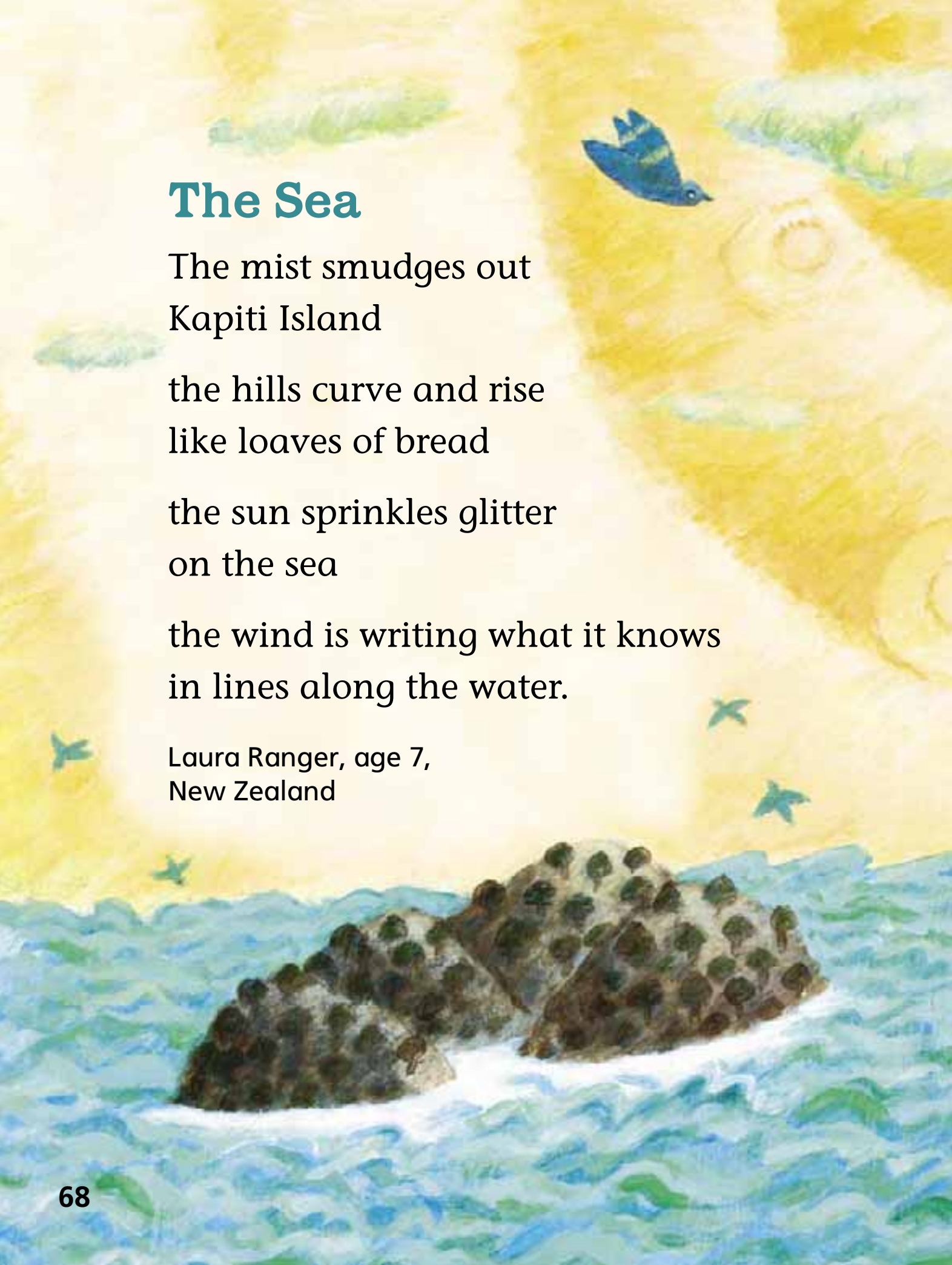
Kids everywhere write poetry. These kids found new ways to write about the sky, the sea, and the sun.

The Sky is Busy

The lighthouse
On that island
Is shining.
Helicopters in the sky
Are shining.
Boats are glittering, too.
And with a bang
Someone is shooting
off fireworks.
Today the sky
Is very busy.

Ishikawa Mwumi,
Kindergarten, Japan





The Sea

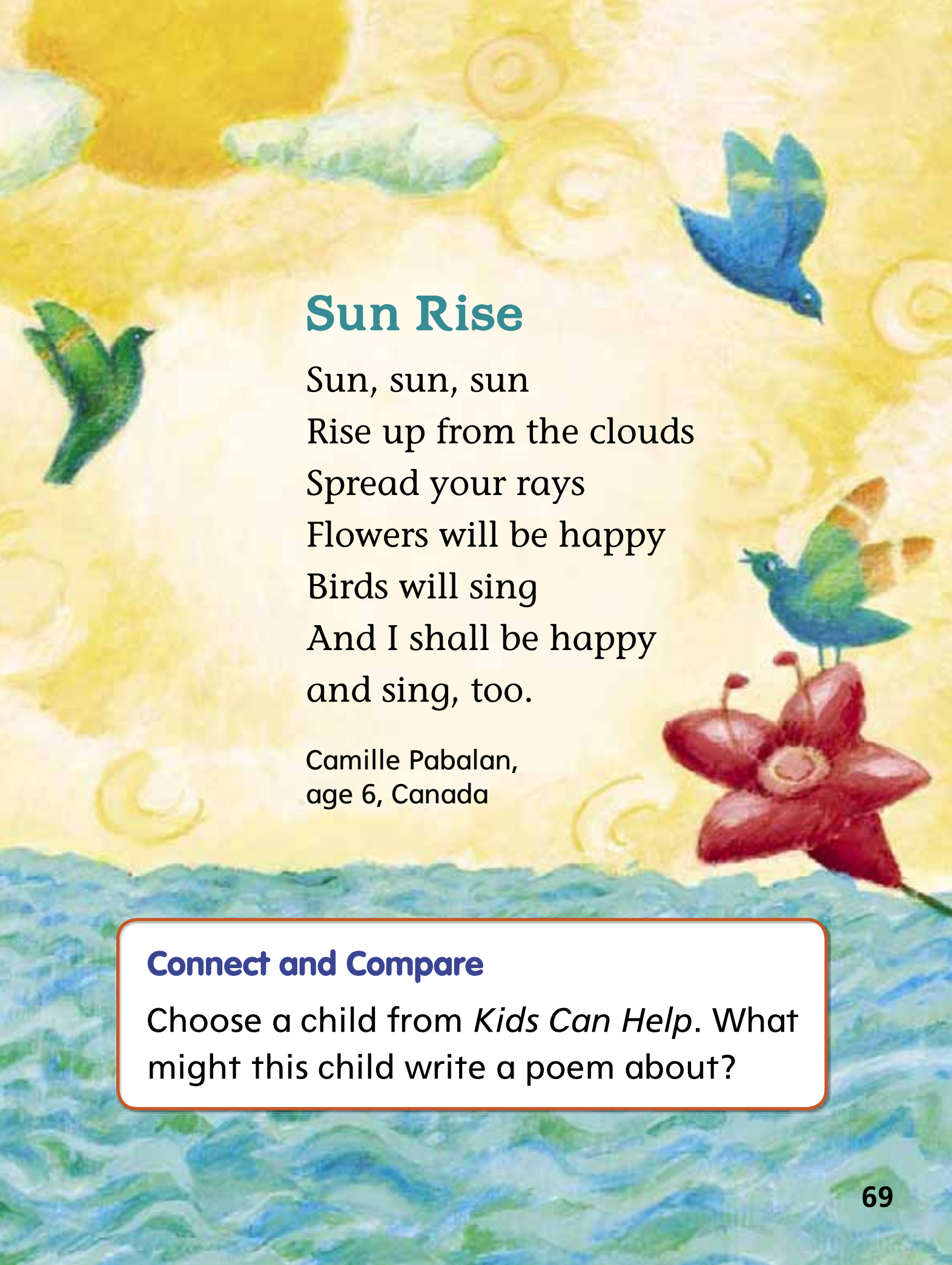
The mist smudges out
Kapiti Island

the hills curve and rise
like loaves of bread

the sun sprinkles glitter
on the sea

the wind is writing what it knows
in lines along the water.

Laura Ranger, age 7,
New Zealand



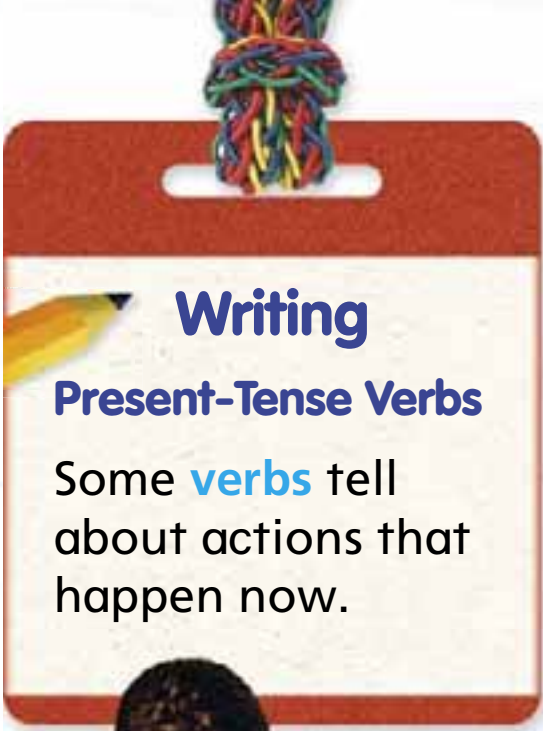
Sun Rise

Sun, sun, sun
Rise up from the clouds
Spread your rays
Flowers will be happy
Birds will sing
And I shall be happy
and sing, too.

Camille Pabalan,
age 6, Canada

Connect and Compare

Choose a child from *Kids Can Help*. What might this child write a poem about?



Writing

Present-Tense Verbs

Some **verbs** tell about actions that happen now.

Write About Helping

Michael wrote about helping at home.



I like the book Kids Can Help.

I like to cook.

The boy in the book cooks, too.

Your Turn

Write what you learned from
Kids Can Help.

Tell how you help at home.



Writer's Checklist

- ☒ Did I write some short sentences and some long ones?
- ☒ Did I use **verbs** that tell what happens now?
- ☒ Did I underline the book title?

Your Turn

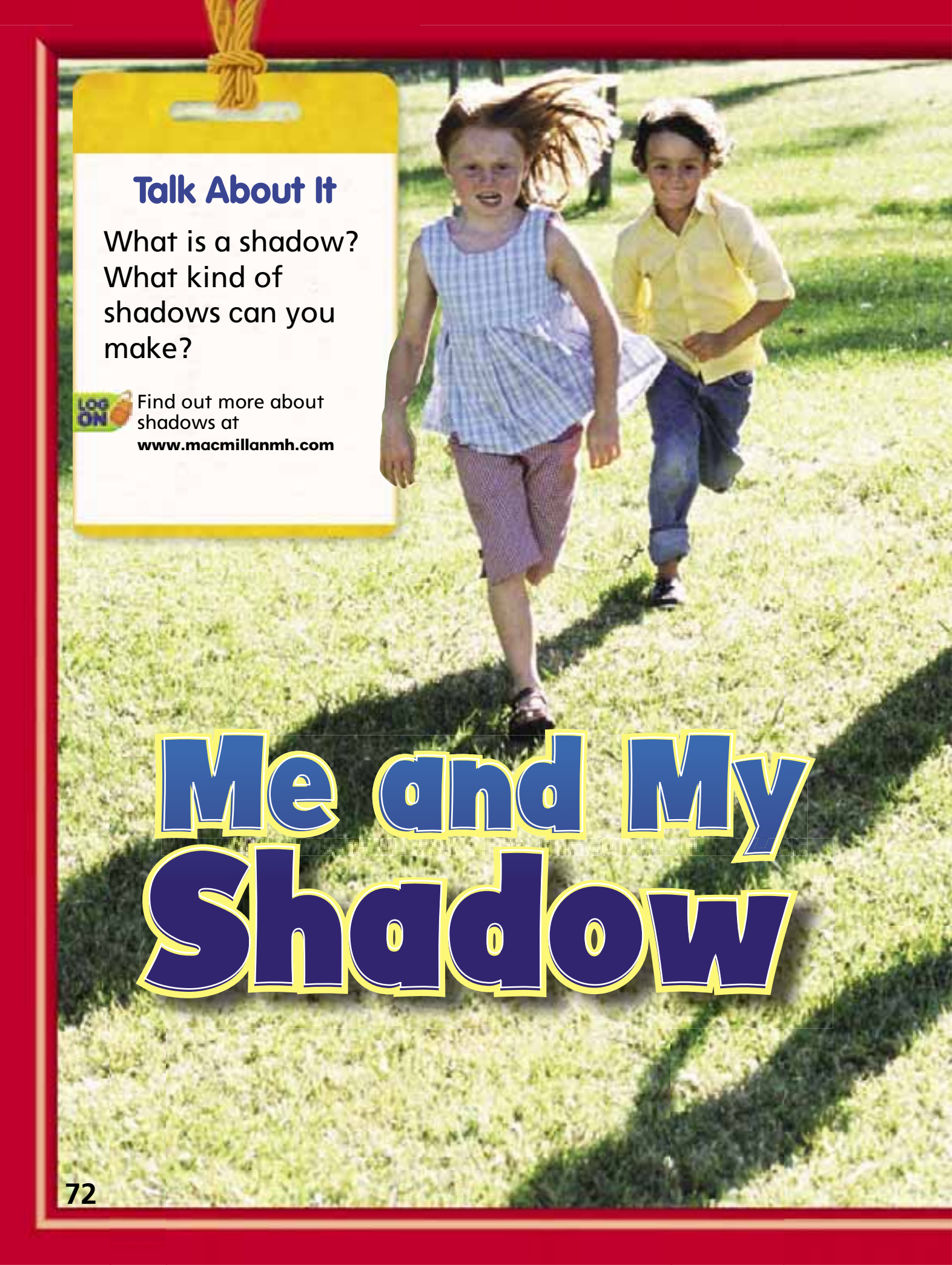
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Writer's Checklist

- ☒ Did I write some short sentences and some long ones?
- ☒ Did I use **verbs** that tell what happens now?
- ☒ Did I underline the book title?



Talk About It

What is a shadow?
What kind of
shadows can you
make?



Find out more about
shadows at
www.macmillanmh.com

Me and My Shadow



Words to Know

light
our
would
your
again

such
when



Light Game

We can play with **light**. Look at **our** hands. We can make shapes. It's such fun! We play when the sun is up.



Would you like to play?
Use **your** hands. Use the
sun. Make some shapes.
You can play **again**
and again.

Comprehension

Genre

A **Nonfiction Article** gives information about a topic.



Text Structure

Main Idea and Details

Look for details that explain how shadows change.



Short Shadows, Long Shadows

What makes your shadow get big and little?

Our shadows walk with us. They jump with us. But they change in ways that we do not.



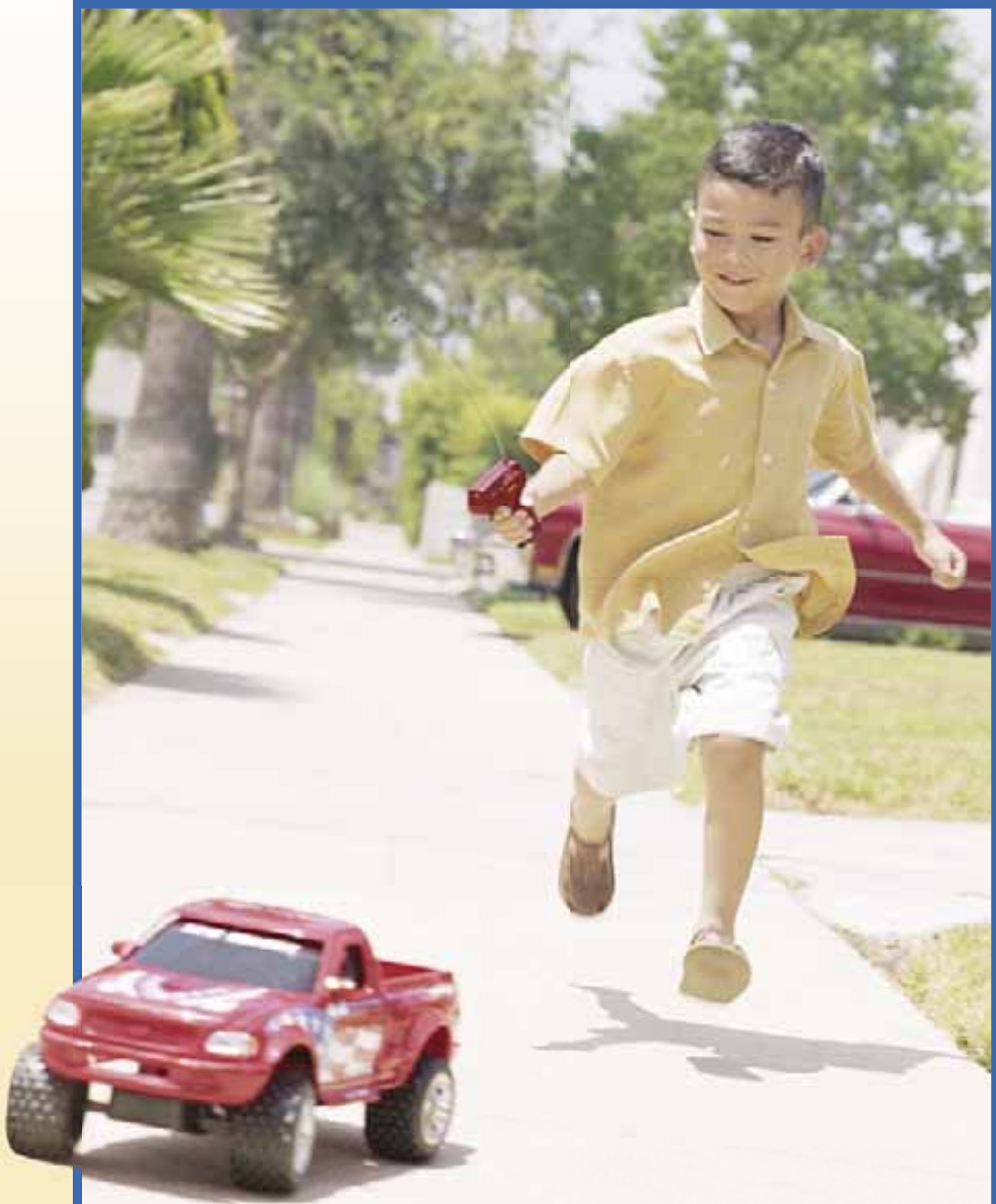
Light makes shadows. When light hits you, a shadow falls.

Your shadow can be long or short. What makes this happen?

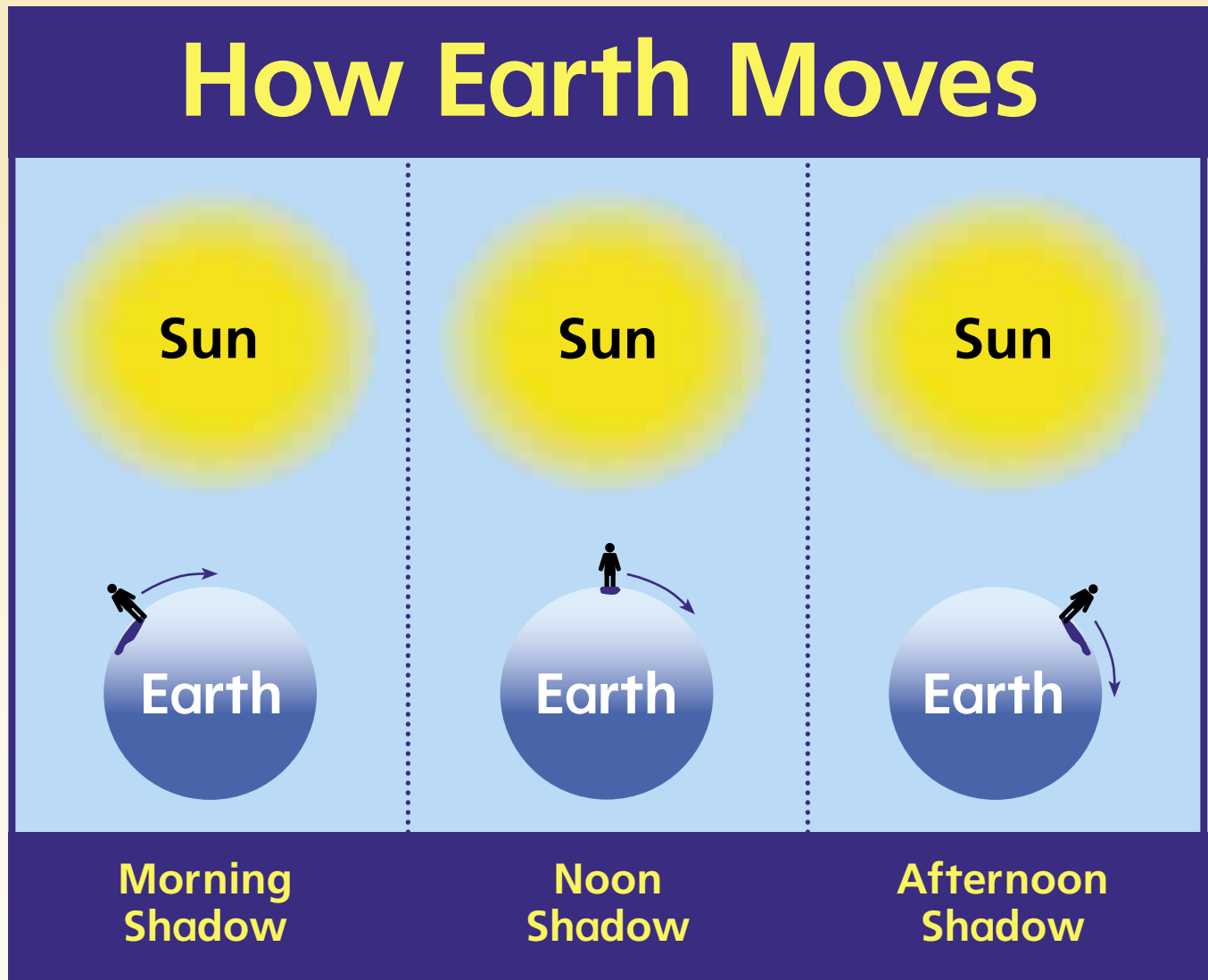
When light changes, shadows do too. Light from the sun changes all day. When you wake up, the sun is low. It makes a long shadow.



When you eat lunch, the sun is way up in the sky. Now, the sun makes short shadows.



The sun looks like it moves.
But it does not. Earth does.



All day and night, Earth spins.
That makes the sun look like it
is going up and down.



In the afternoon, the sun gets lower **again**. Look at these shadows. Which **would** you see in the late afternoon?



When would your shadow be very long? How could you get your shadow to be in back of you? Go out in the sun and check!





Comprehension Check

Tell What You Learned

What did you learn about shadows and the sun?

Think and Compare



1. How do shadows change during the day?
2. How can you make shadows indoors?
3. Besides your own shadow, what shadows do you see? What are they like?
4. What time of day do you think would be the best to play the game in "Light Game"?

READ TOGETHER

**Test Strategy****Think and Search**

Find the answer
in more than
one place.

The Sun



Every morning, we see the sun come up. All day we see it up in the sky. It gives Earth light so people can see. It gives Earth heat.

Every afternoon, we see the sun go down. When the sun sets, it gets dark outside. Soon, it will be time to sleep.



Directions: Answer the questions.

1. What is the story MAINLY about?



2. What does the sun give Earth?

- ☐ It gives Earth heat and light.
- ☐ It gives Earth dark and light.
- ☐ It gives Earth sleep and sky.

Tip

Keep reading to
find the answer.

3. What is it time to do after the sun sets?

- ☐ It is time to get warm.
- ☐ It is time to eat lunch.
- ☐ It is time to go to sleep.



Write About Day and Night

Julie wrote about how the
night looks.



NIGHT

Night is dark.

The moon and stars shine.

They light up the dark sky.

Your Writing Prompt

What does daytime look like?

What does it feel like?

Write three or more sentences that describe daytime.

Writer's Checklist

- ☒ Did I use details in my writing?
- ☒ Will my readers understand my description?
- ☒ Do all my sentences end with a punctuation mark?

Your Writing Prompt

What does daytime look like?

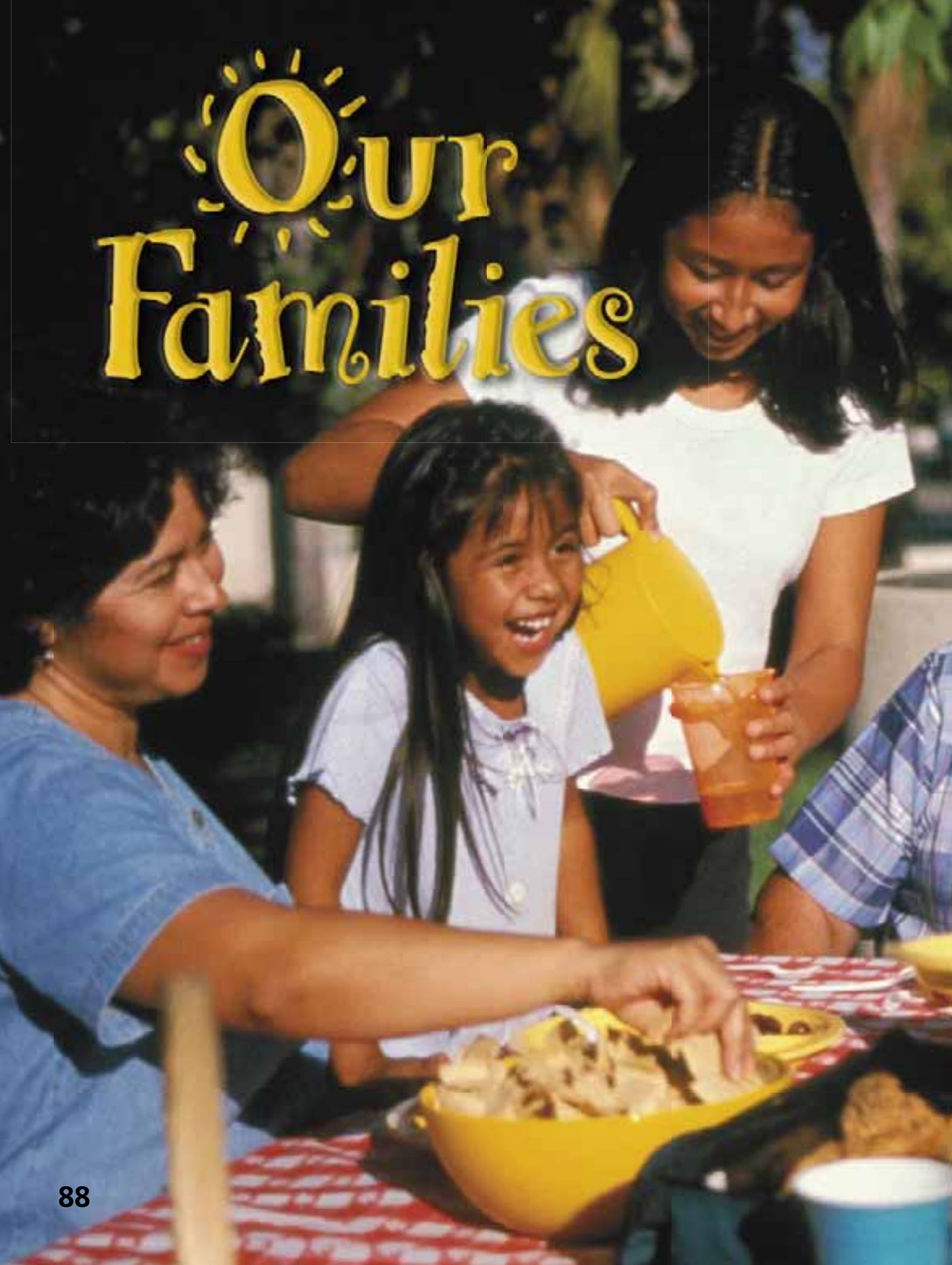
What does it feel like?

Write three or more sentences
that describe daytime.

Writer's Checklist

- ☒ Did I use details in my writing?
- ☒ Will my readers understand my description?
- ☒ Do all my sentences end with a punctuation mark?

Our Families





Talk About It

What is a family?
How are families
alike and different?



Find out more about
families at

www.macmillanmh.com



Words to Know

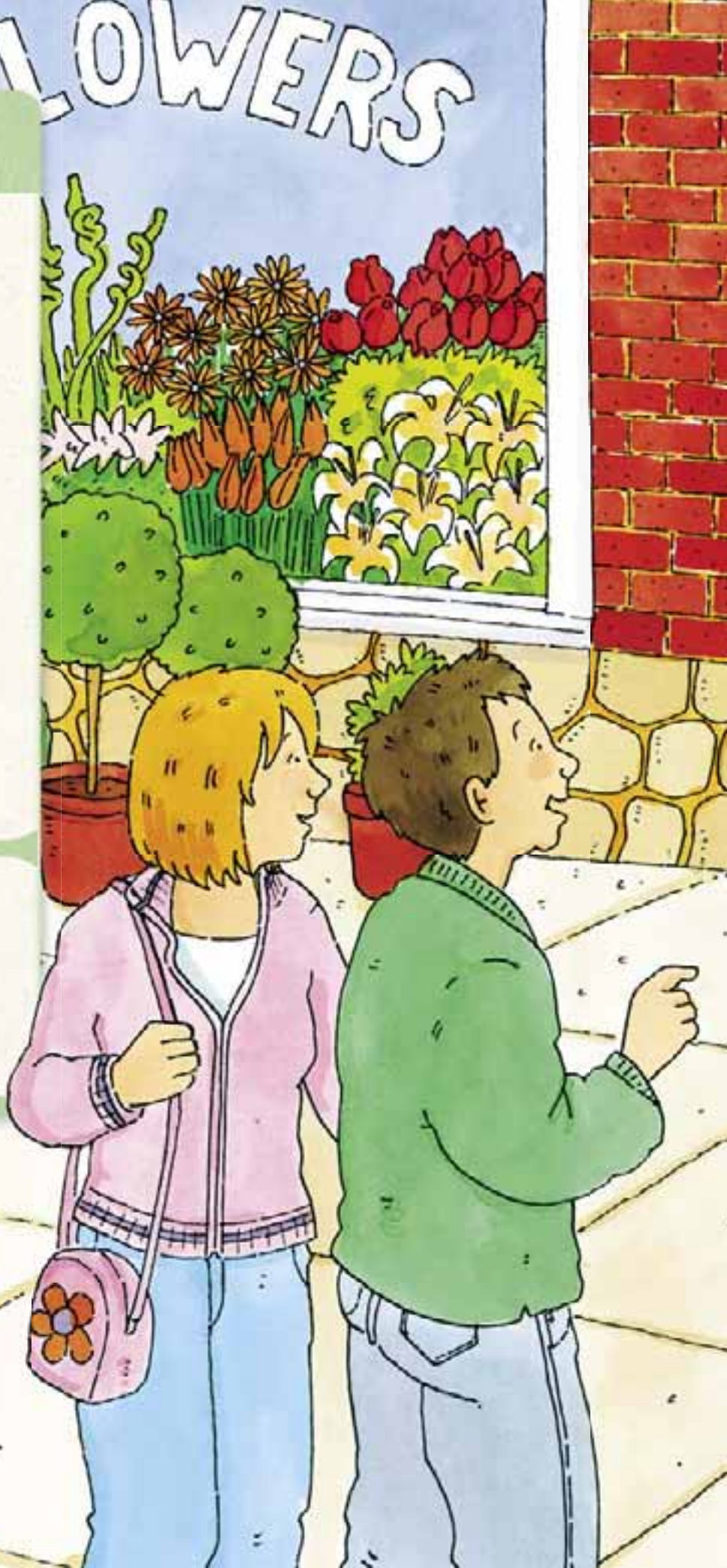
how
there
so
more
funny
call

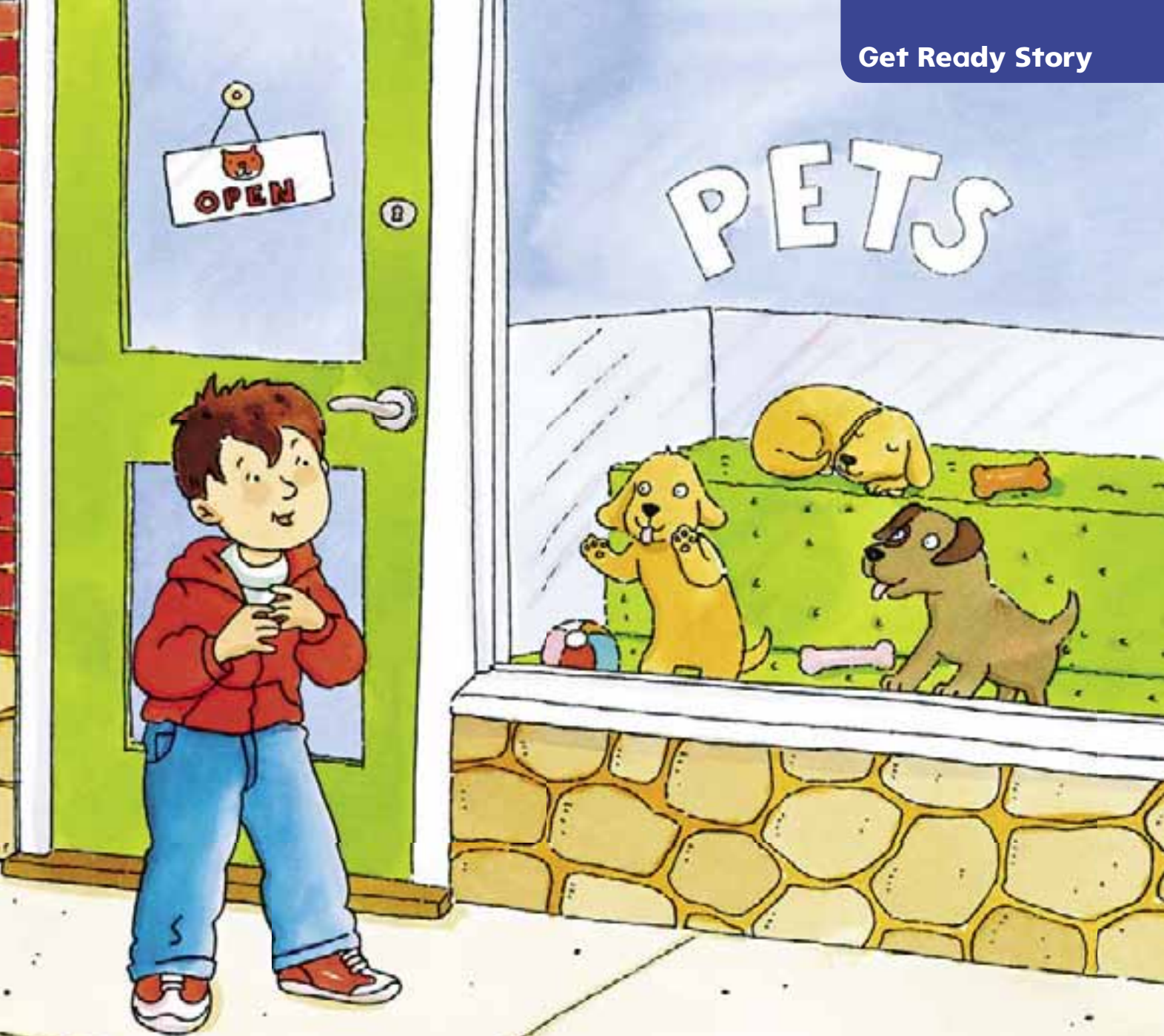
time
fine



Read to Find Out

Which dog will
Ike pick?



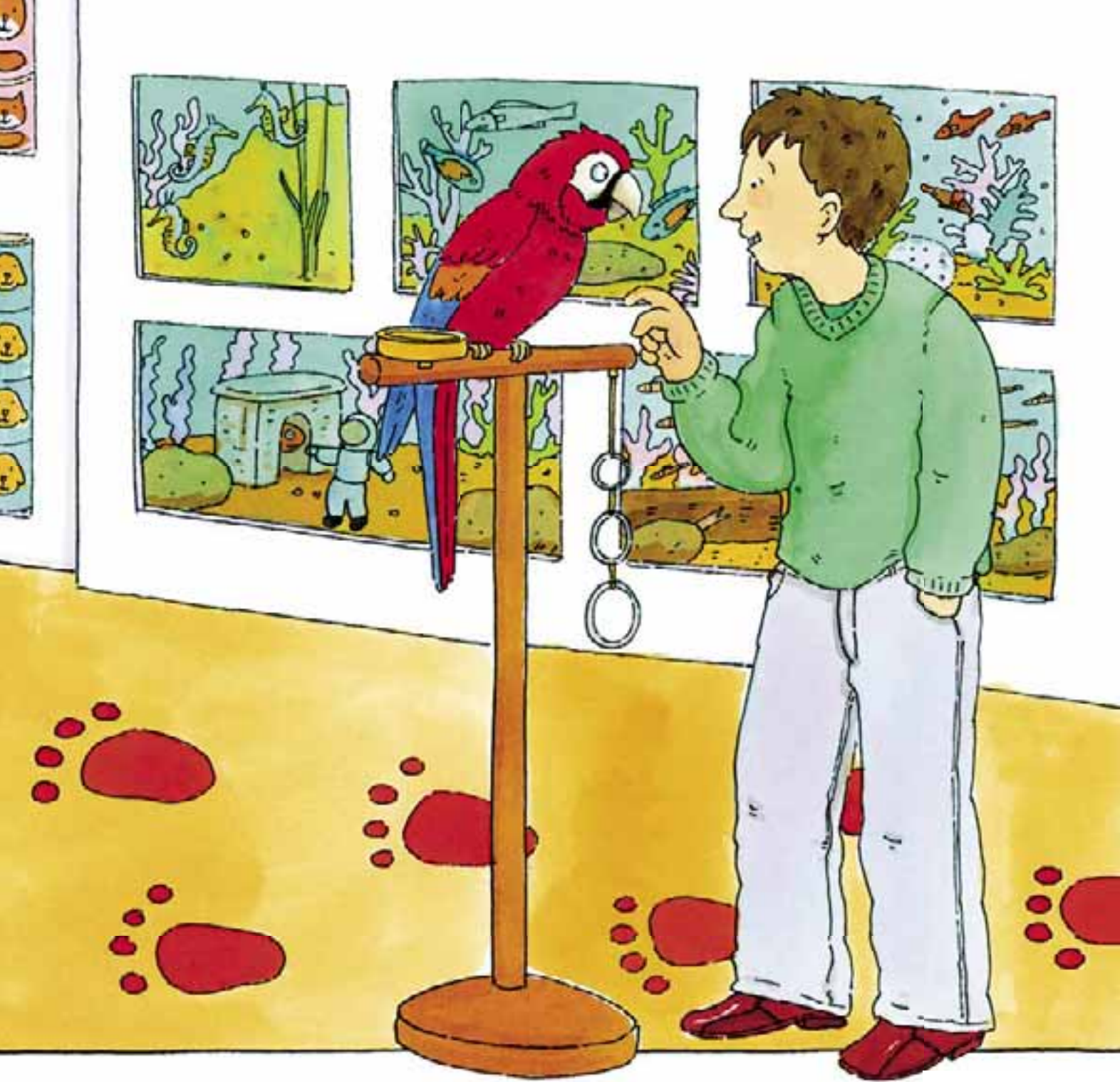


A Funny Dog for Ike

by Linda B. Ross
illustrated by Anthony Lewis



Ike: **How** will we pick out the best dog for us? **There** are **so** many dogs here!



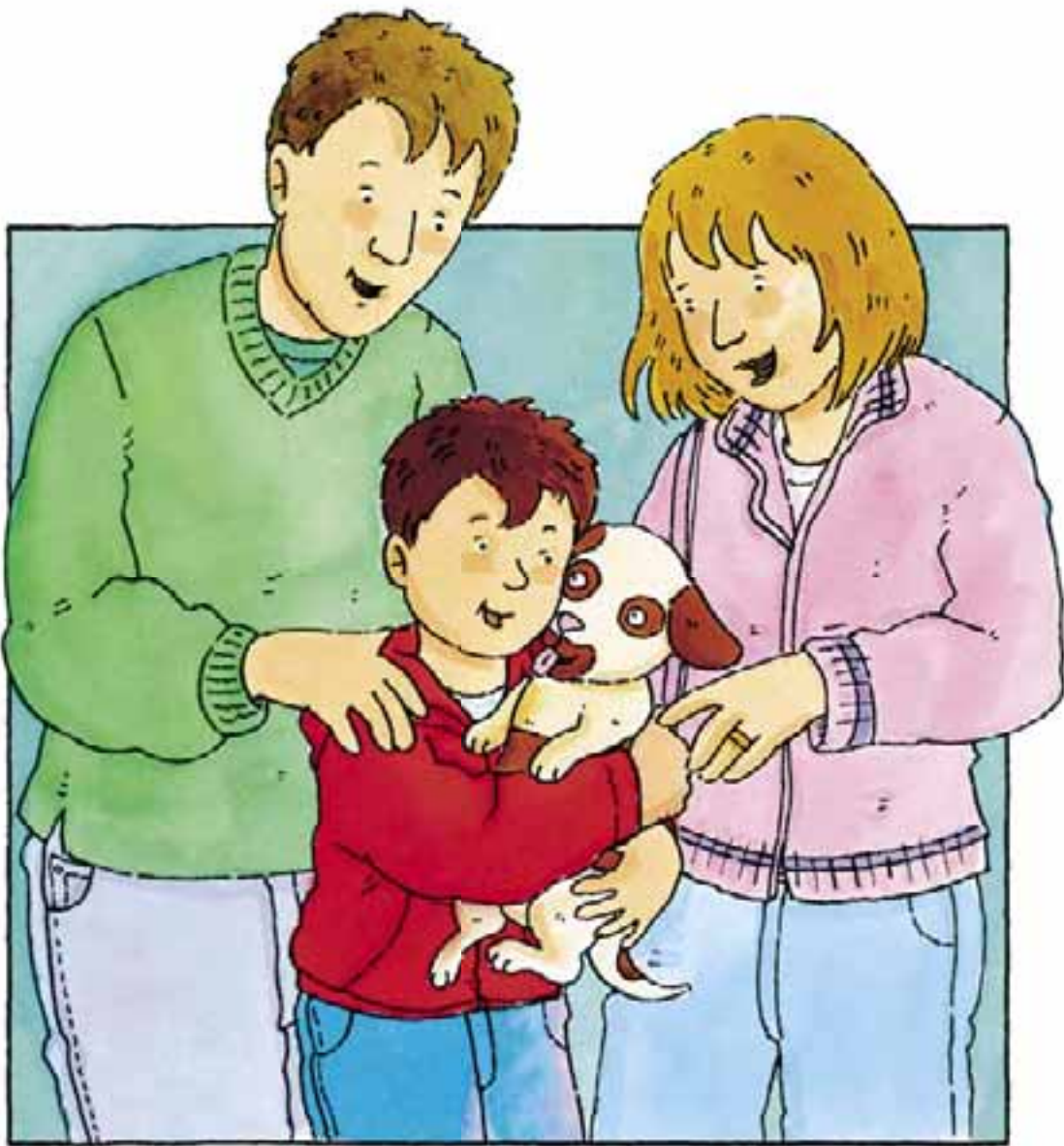
Dad: Let's take our time. We will see one that we like **more** than the rest.



Ike: I like this **funny** little dog!
I think he likes me, too!



Mom: Then this must be the one!



Mom: He looks like a fine dog to me.



Ike: Let's **call** him Wags!

Comprehension

Genre

A **play** is a story that can be acted out.



Ask Questions

Make Predictions

As you read, use your **Predictions Chart**.

What I Predict	What Happens

Read to Find Out

Who will make Mike smile?

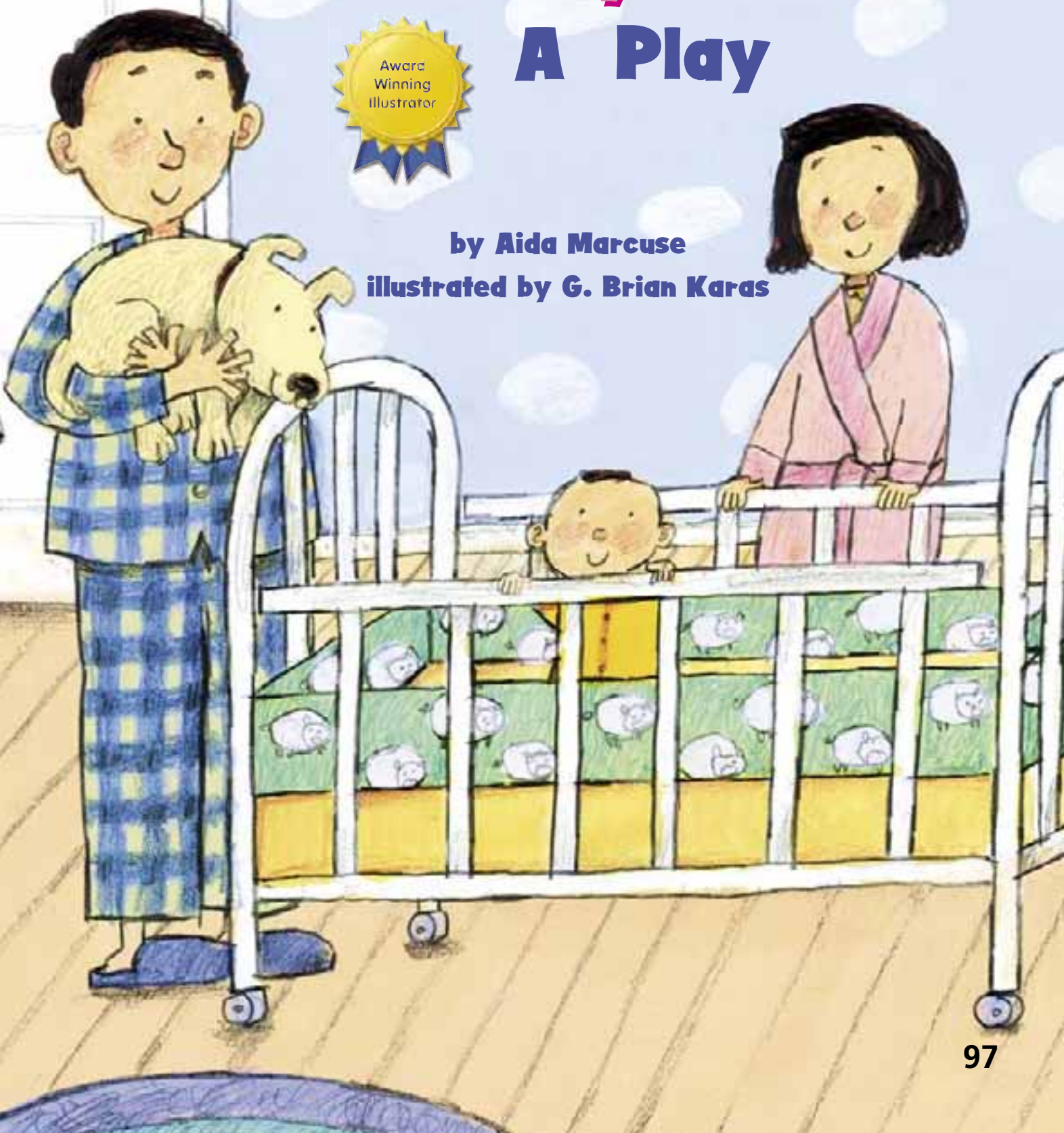


Smile, Mike!

A Play



by Aida Marcuse
illustrated by G. Brian Karas



Meet the Characters



Mike



Spike



Juan



Ana



Mom



Dad



Gram



Pops





Mike: Wa! Wa! Wa!



Mom: Here we are, Baby Mike.



Dad: Did you **call** us? Are you hungry?



Mom: No, he just had a fine snack.



Mike: Wa! Wa! Wa!



Ana: Why is Mike **so** sad?



Juan: Let's make him happy.
Do you want this cat, Mike?



Mike: No! No! No cat!



Ana: Let's sing. **A - B - C - D -
E - F - G - H - I -**



Dad: **J - K - L - M - N - O - P -**



Juan: **Q - R - S - T - U - V - W -
X - Y - Z.**



Mike: No! No! No sing!



Gram: Why is our little Mike so sad?



Mike: Wa! Wa! Wa!



Pops: **How** can we make him smile?



Gram: Let's clap hands!



Pops: Clap with us, Mike.



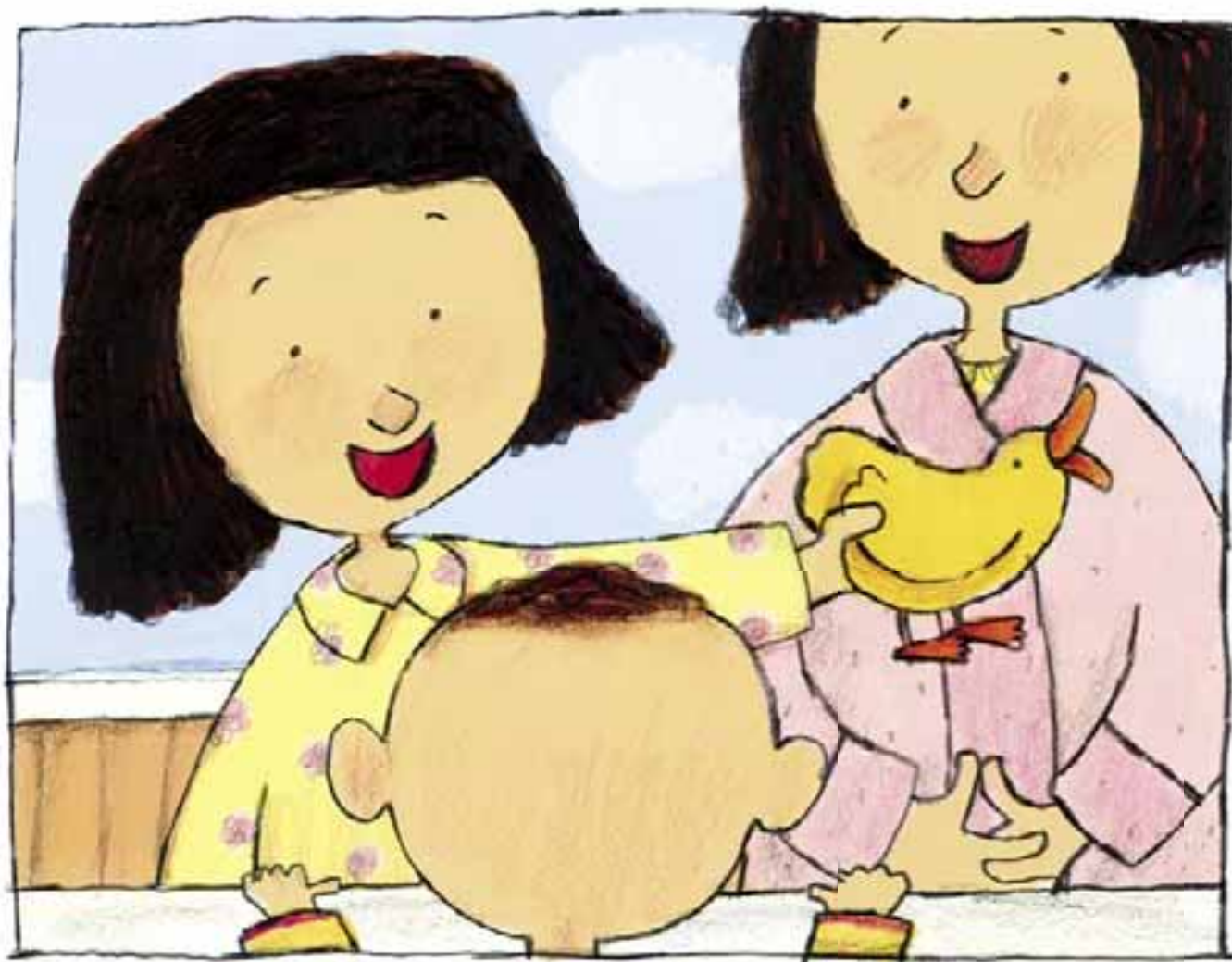
Mike: Wa! Wa! Wa!



Gram: Clap hands with us.



Mike: No! No! No clap!



Ana: My **funny** duck will make Mike smile.



Mike: Wa! Wa! Wa!



Mom: Do not whine, Mike.
Quack with us. Quack! Quack!



Mike: No! No! No quack!



Dad: Look, Mike! I can make bubbles!



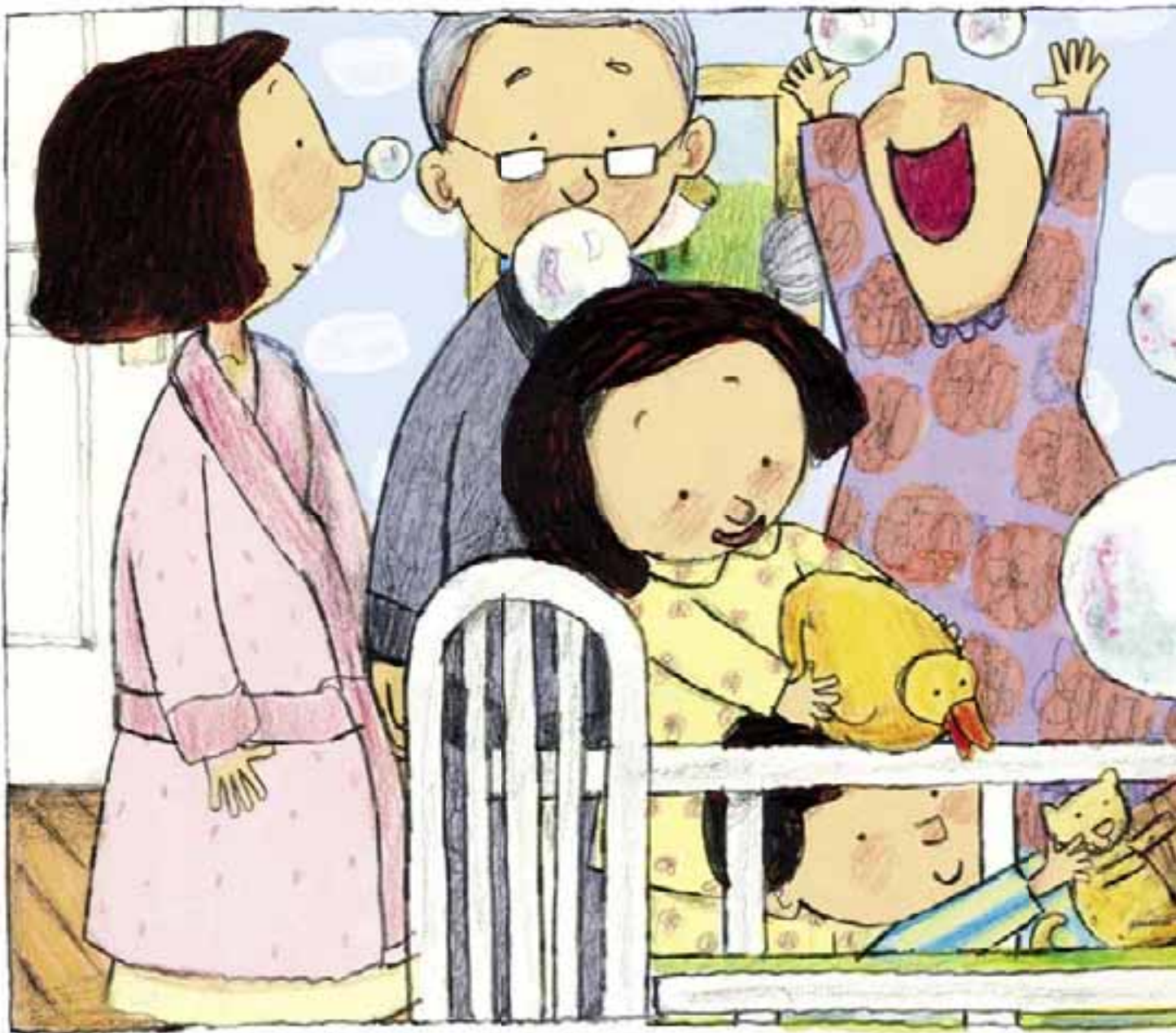
Mike: Wa! Wa! Wa!



Gram: And I can catch a little bubble.



Mike: No! No! No bubbles!



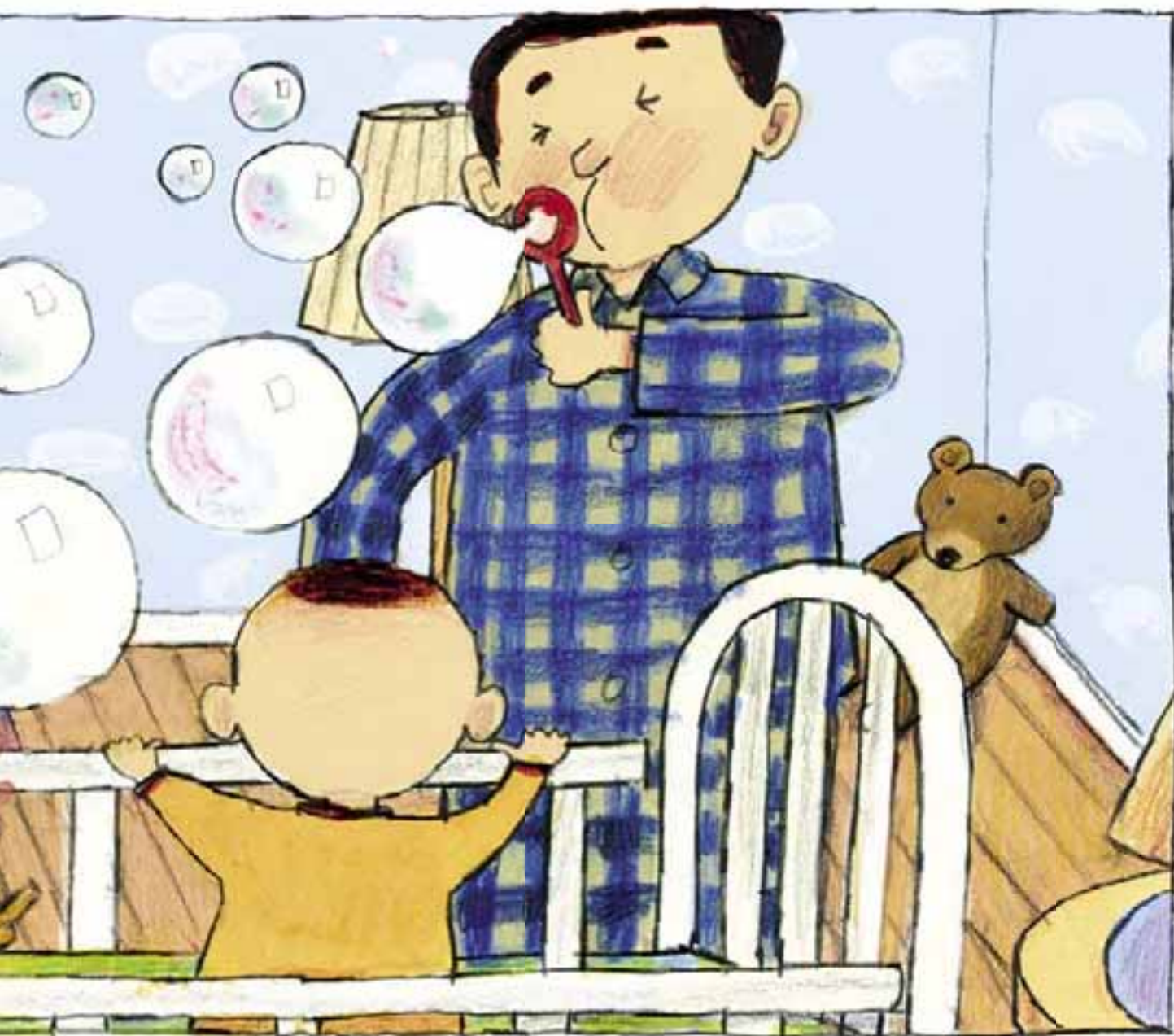
Ana: Mike, look at my funny duck.



Mike: Wa! Wa! Wa!



Juan: And look at my little cat.



Gram: Look at me, Mike.



Mike: Wa! Wa! Wa!



Dad: Look! **There** are **more** bubbles!



Pops: Look, Mike! There is Spike.



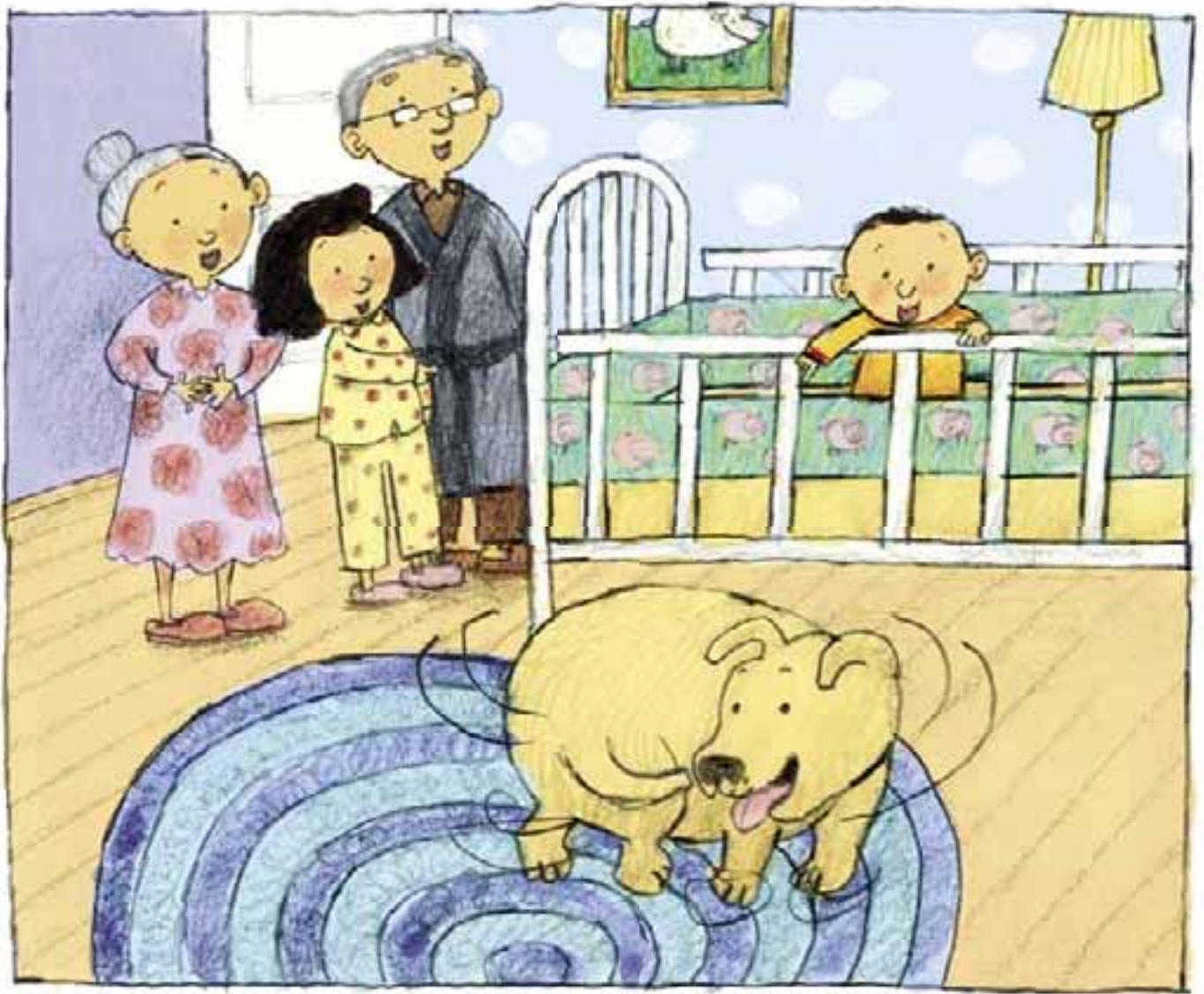
Mike: Wa! Wa! Wa!



Juan: Did you come to see Mike, Spike?



Ana: Spike wants to make Mike smile.



Gram: Look at Spike spin.



Ana: Spike is funny!



Gram: Look! Mike has a big smile.



Pops: Spike made Mike smile.



Juan: Good dog! This is for you, Spike.



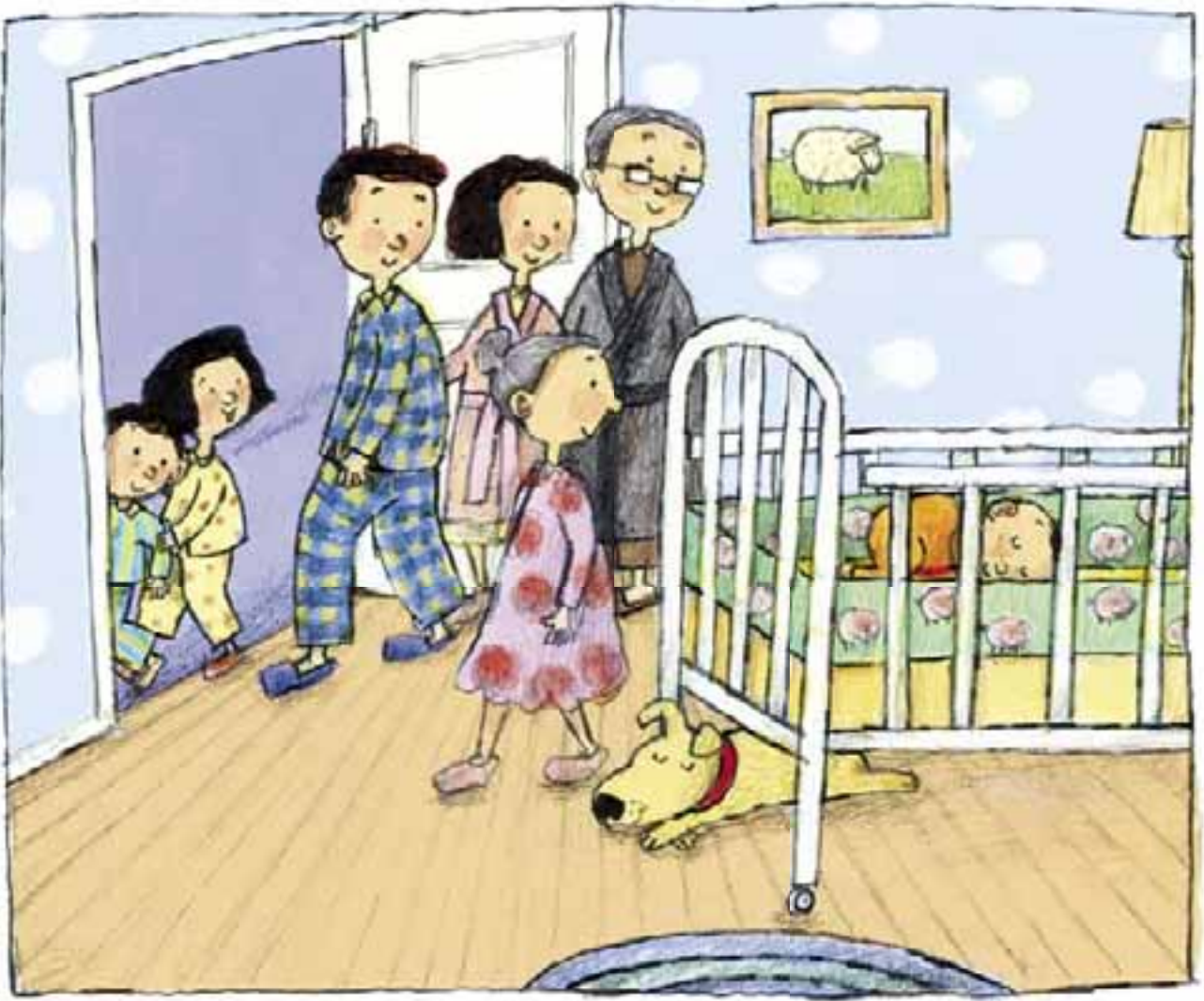
Dad: Show us how you can jump.



Mike: Jump, Spike! Jump!



Spike: Ruff! Ruff!



Dad: At last, Mike is happy.



Mom: Now it is time for bed.



Ana: Mike will get some rest now.



Gram: And so will we!

Smile with Aida Marcuse!

Aida Marcuse says, “I wrote *Smile, Mike!* because mothers always try to make their children happy. I remember the day when my little boy wouldn’t stop crying. At last we discovered what he wanted! I hope you enjoy reading this play. I enjoyed writing it!”



Find out more about
Aida Marcuse at
www.macmillanmh.com



Author's Purpose

Aida Marcuse wanted to write about making a sad boy smile. What makes you smile? Write about it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What do you think Mike's family will do the next time he cries?
2. How is Mike's family like your family?
3. What are some other ways you can make a baby smile and laugh?
4. How is Wags in "A Funny Dog for Ike" like Spike?

What I Predict	What Happens





Social Studies

Genre

Nonfiction tells about real people and things.



Text Feature

A **Chart** shows information in rows and columns.

Content Words

aunt
grandfather
grandmother



Find out more about families at
www.macmillanmh.com

Family Fun

Who lives with you?
Who is in your family?

Come and meet
two kids and their
families!





My name is Matt. I live with my mom, my dad, and my brother, Rick. My **aunt** Kate and my **grandfather** live with us, too.

We all go to the park to play ball. I like to hit. Rick likes to catch. He is good!



My name is Carmen. I live with my mom and **grandmother**.

We have so much fun together.
We like to make up funny songs. We act them out, too!

This chart shows Matt's family and Carmen's family. How are they the same? How are they different?

Our Families

	Matt	Carmen
Parents		
Children		
Grandparents		
Aunts and Uncles		

Connect and Compare

Think about the family in *Smile, Mike!*
If you could add them to the chart, what would it look like?



Writing

Is and Are

Is tells about one.

Are tells about
more than one.

Make a Poster

Amy made a poster
about a play.



Grade 1 is in a play.

It is Smile, Mike!

We are so funny!

Come see it.



Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



Writer's Checklist

- ☒ Is my poster easy to read?
- ☒ Did I use the verbs *is* and *are* correctly?
- ☒ Does my exclamation end with an exclamation mark?

Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



Writer's Checklist

- ☒ Is my poster easy to read?
- ☒ Did I use the verbs *is* and *are* correctly?
- ☒ Does my exclamation end with an exclamation mark?

Family Time





Talk About It

Who is special to you in your family? What do you like to do together?



Find out more about family time at
www.macmillanmh.com

Words to Know

give
were
say
about
read
says

spring
stretches



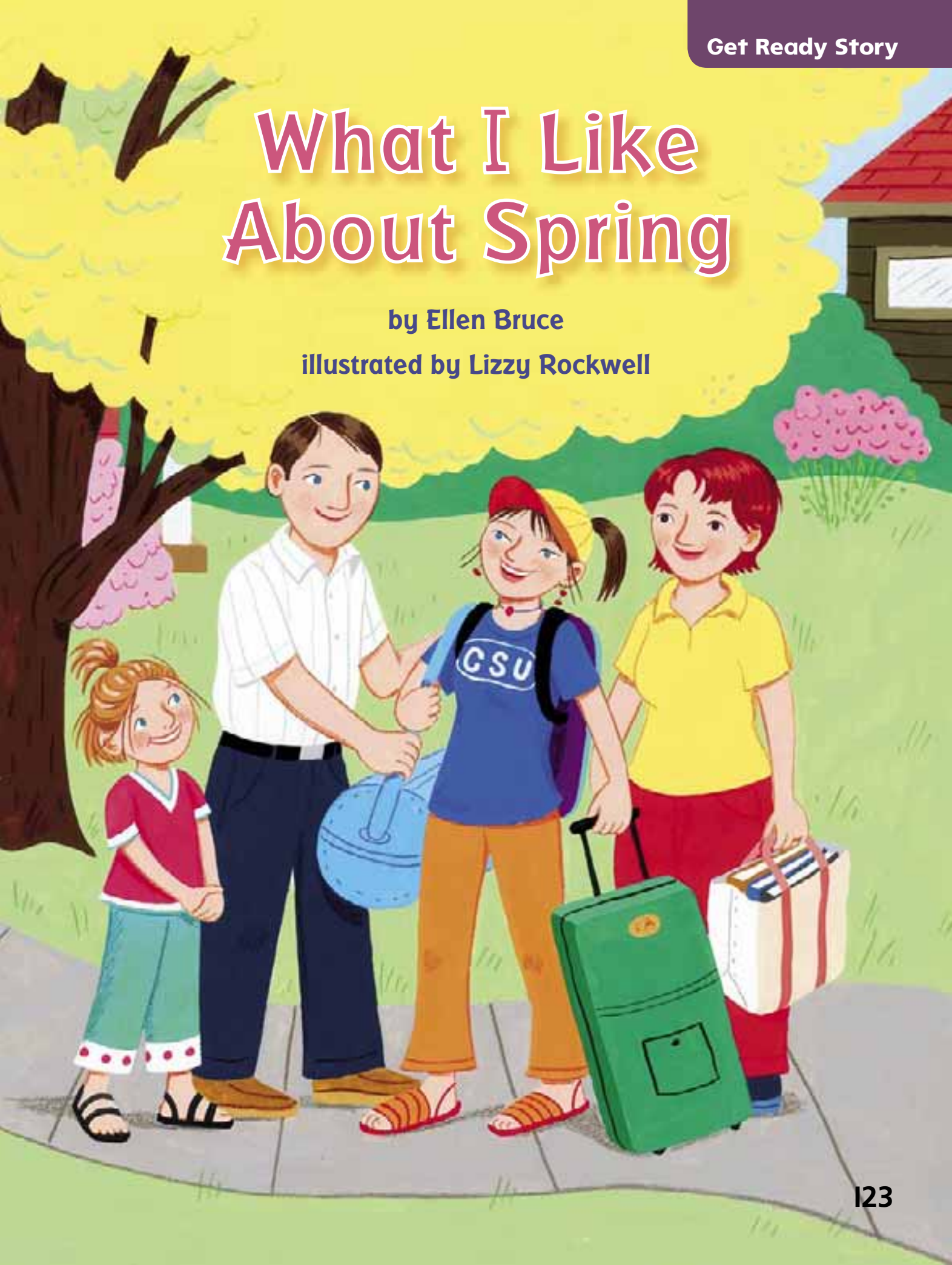
Read to Find Out

What will the girl
and her sister do
together?

What I Like About Spring

by Ellen Bruce

illustrated by Lizzy Rockwell





In the spring, Liz comes back to live with us. Mom and Dad and I are so glad to see her.



Liz picks me up.
I **give** her a big kiss.

“You **were** away for so long!”
I **say**.



Liz tells me all **about** her school.
She has to **read** a lot!

“Let’s play now,” Liz **says**. “Jump up.”



I get on. Liz stretches and spins.

I am so glad Liz is back. I like spring!

Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Ask Questions

Character and Setting

As you read, use your **Character and Setting Chart**.

What the Characters Do	Where They Do It

Read to Find Out

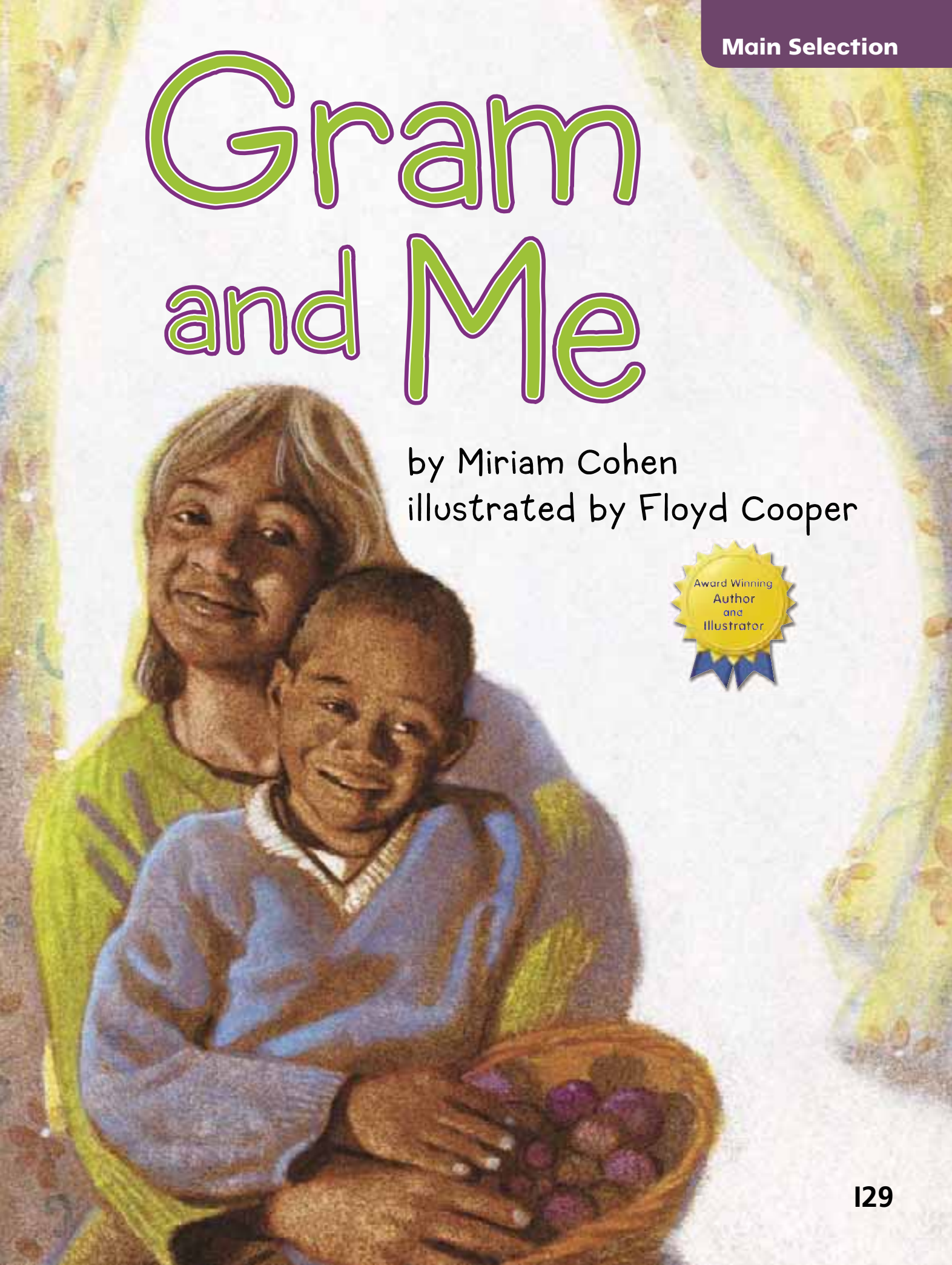
What do Gram and James do together?



Gram and Me

by Miriam Cohen

illustrated by Floyd Cooper



I like my grandmother a lot.
I call her Gram.
She is so much fun.



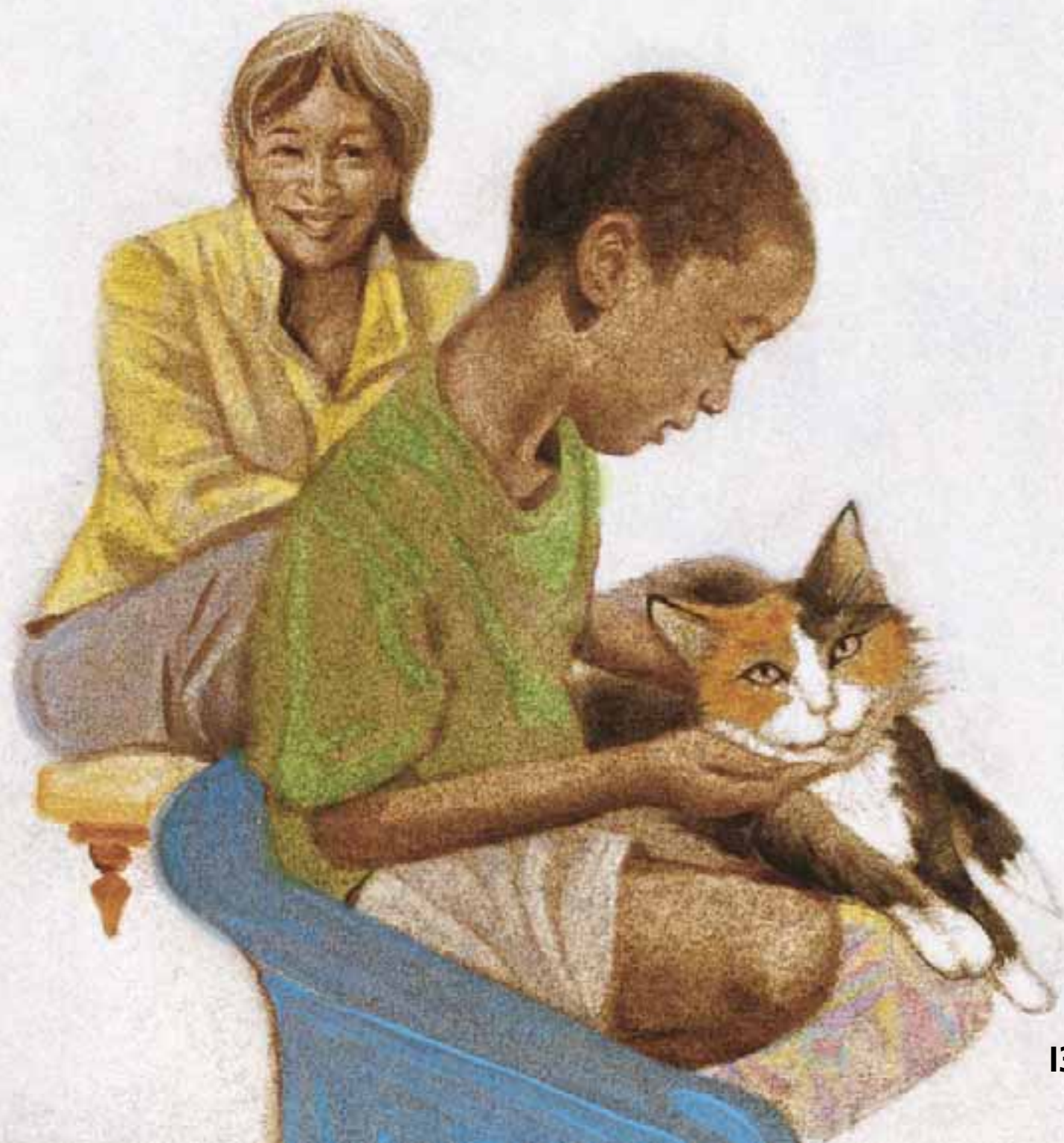
Gram takes me fishing.
We sit together on the dock.
We wave at the boats.
“Hello!” we call.





Gram helps me ride my bike.
She is strong.
“You can do it, James!” she **says**.
“Look at me go!” I **say**.

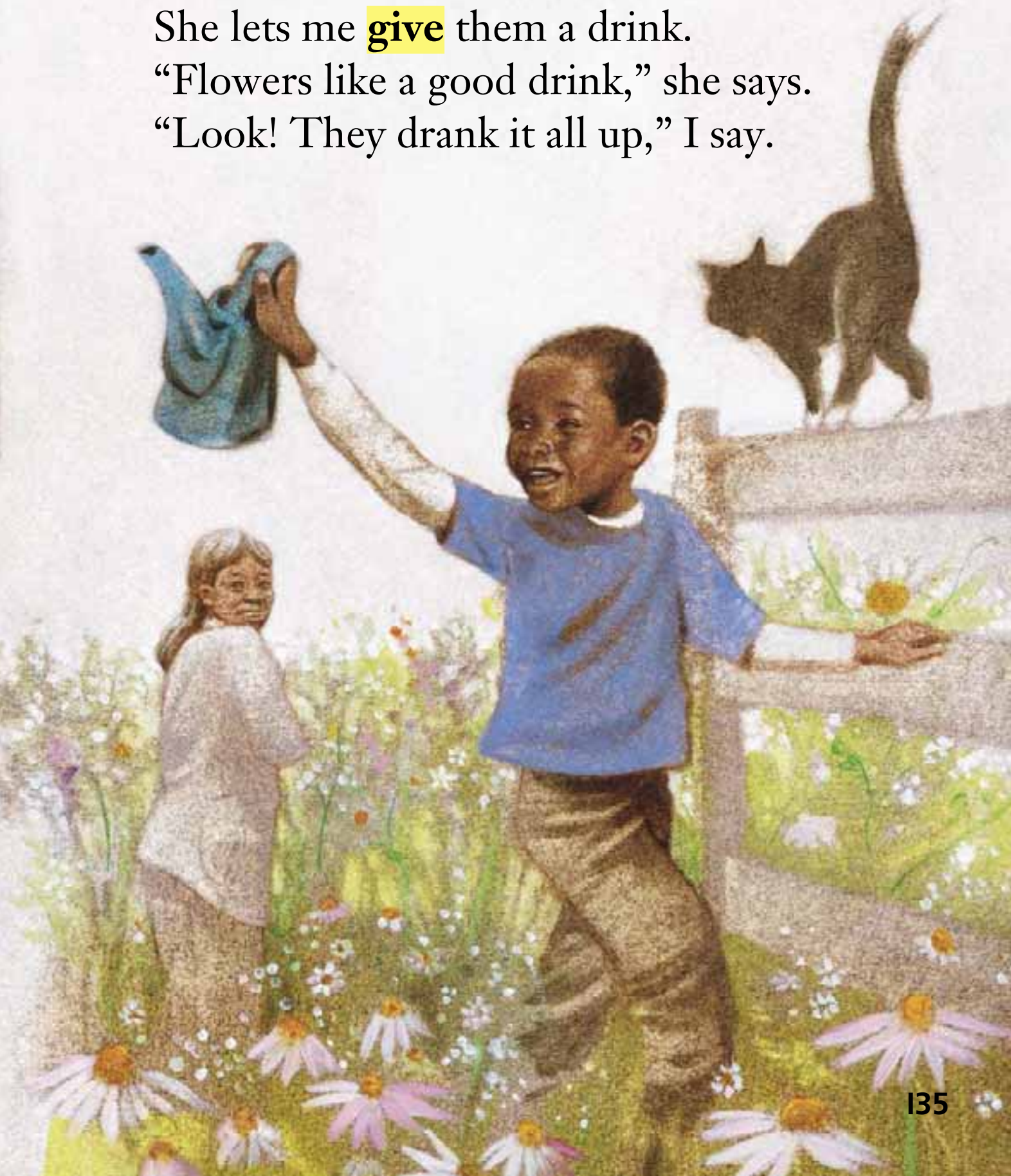
Gram has a big, striped cat.
His name is Scruff.
“Scratch him under the chin,” she says.
“Scruff likes it!” I say.





Gram likes to play chess.
She helps me when we play.
“Think, James,” she says.
“I win, Gram!” I say.

Gram has a lot of spring flowers.
She lets me **give** them a drink.
“Flowers like a good drink,” she says.
“Look! They drank it all up,” I say.



Gram has a big plum tree.
We like to pick plums.
Gram lifts me up.
“I got a ripe one!” I say.

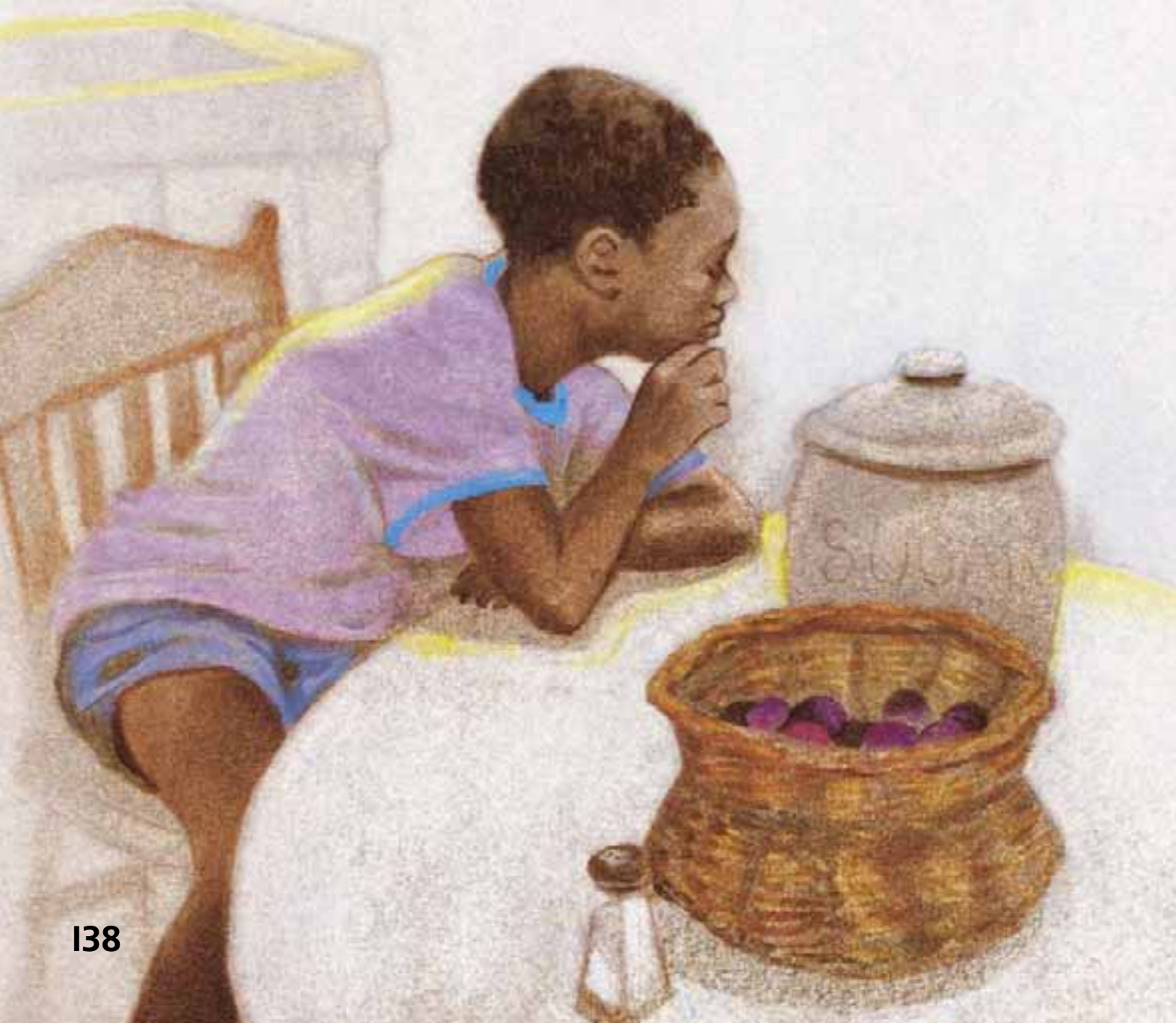




Gram shows me how to make plum jam.
She adds salt to the pot.
“Just a bit,” she says.
“Yum! This jam will taste good!” I say.

“Gram, did you cook when you **were** little?” I ask.

“I helped my mom,” says Gram. “We made jam just like you and I do.”

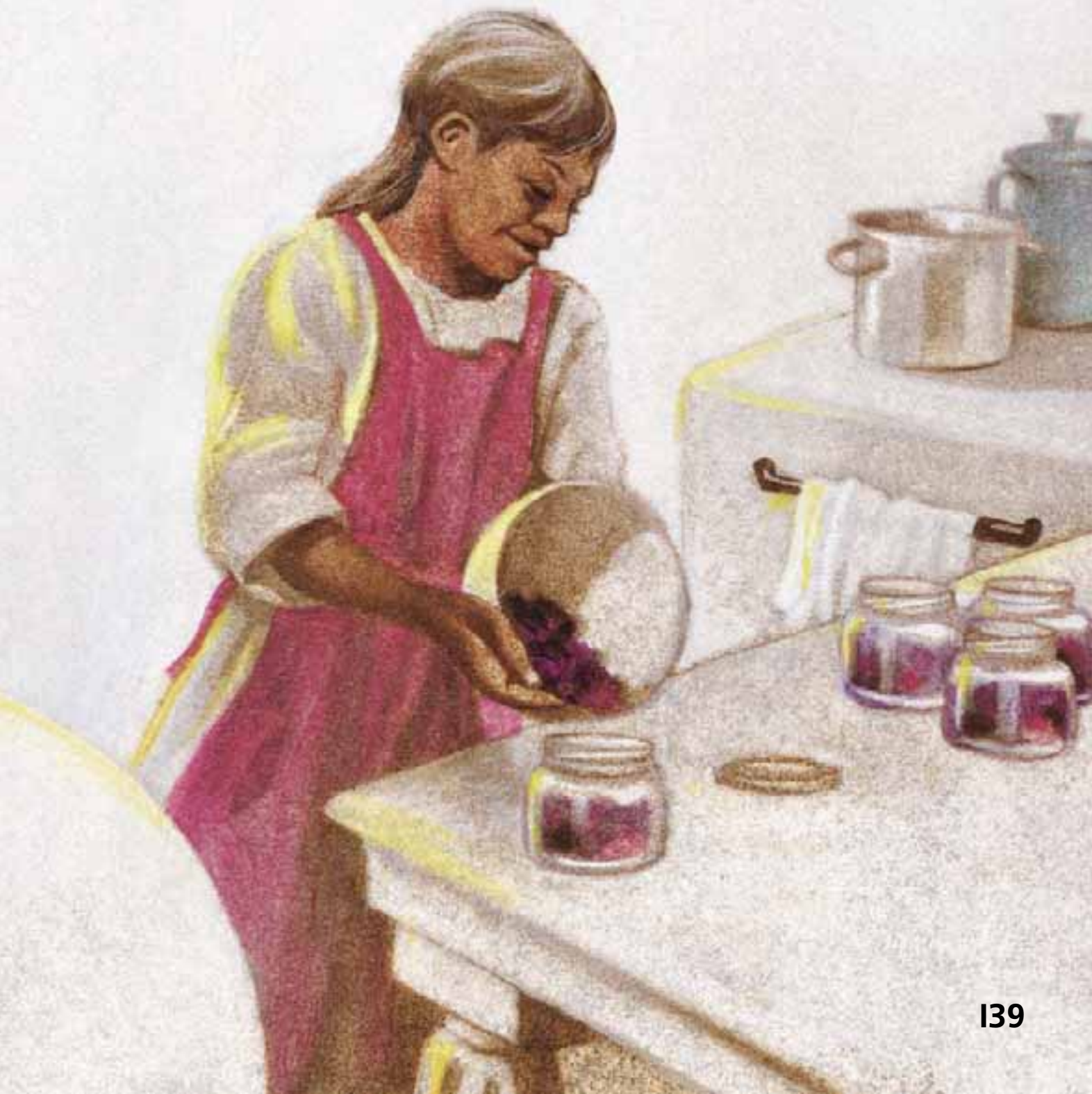


“Did you go to school?” I ask.

“Yes, I went to a little school,” says Gram.

“My school is very big,” I say.

“Yes, it is,” says Gram.





“I am learning how to **read** at school,”
I say.

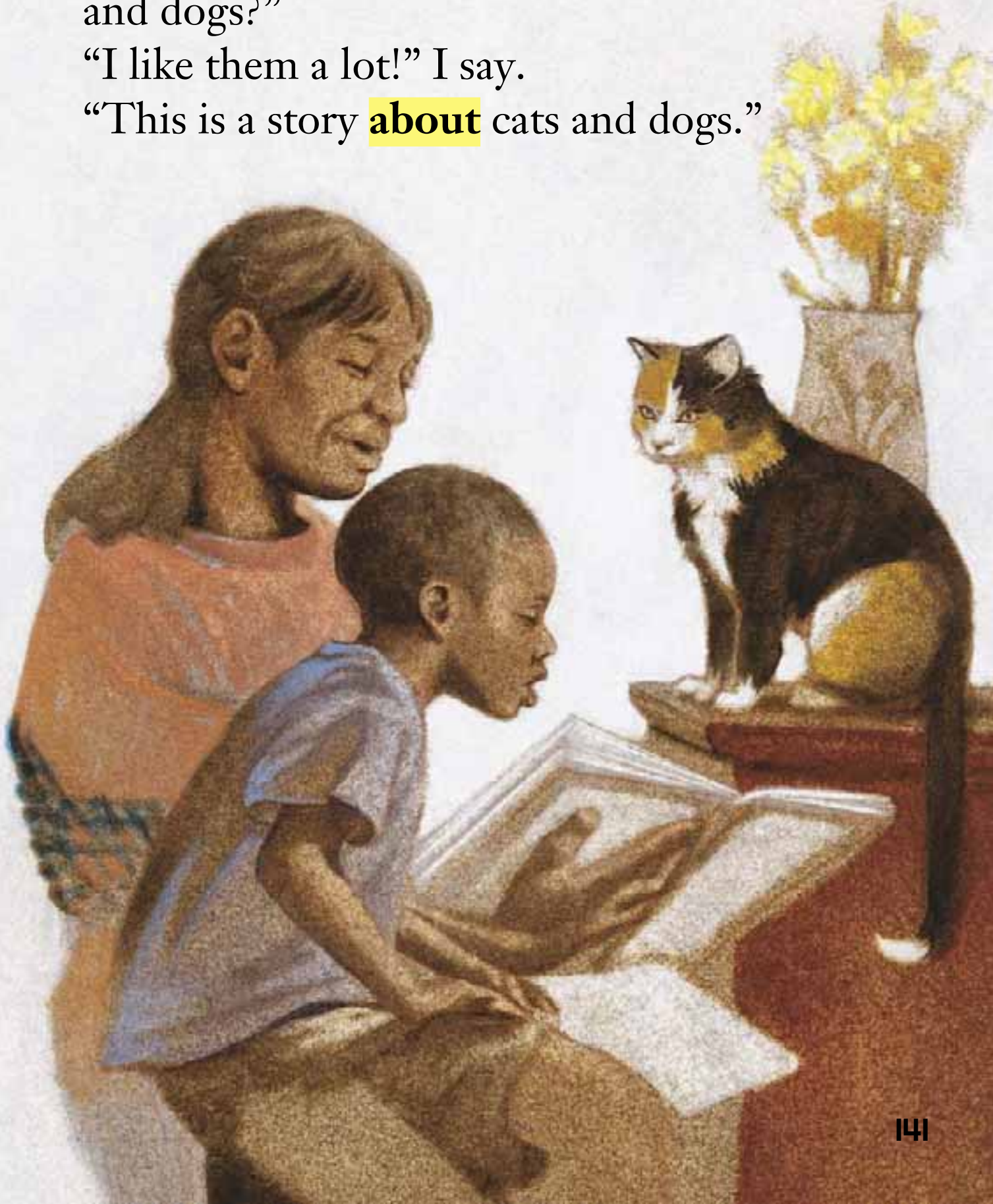
“Reading is good,” says Gram. “I liked
to read when I was little.”

“Gram, can you read me a story?”

“Yes,” says Gram. “Do you like cats and dogs?”

“I like them a lot!” I say.

“This is a story **about** cats and dogs.”



I like Gram's story a lot.

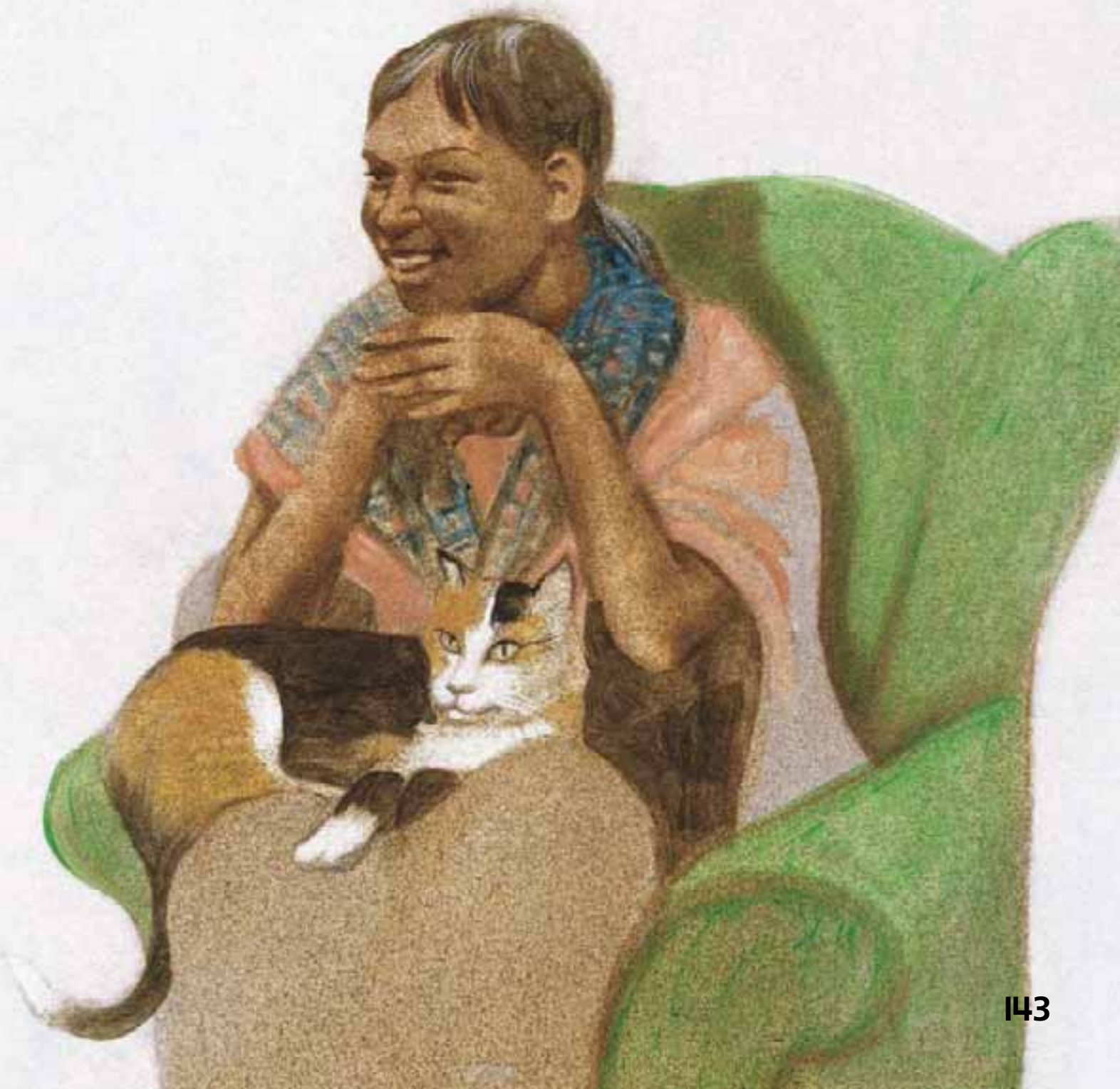
"Let's read more," I say.

"Can you read a story to me?" asks Gram.

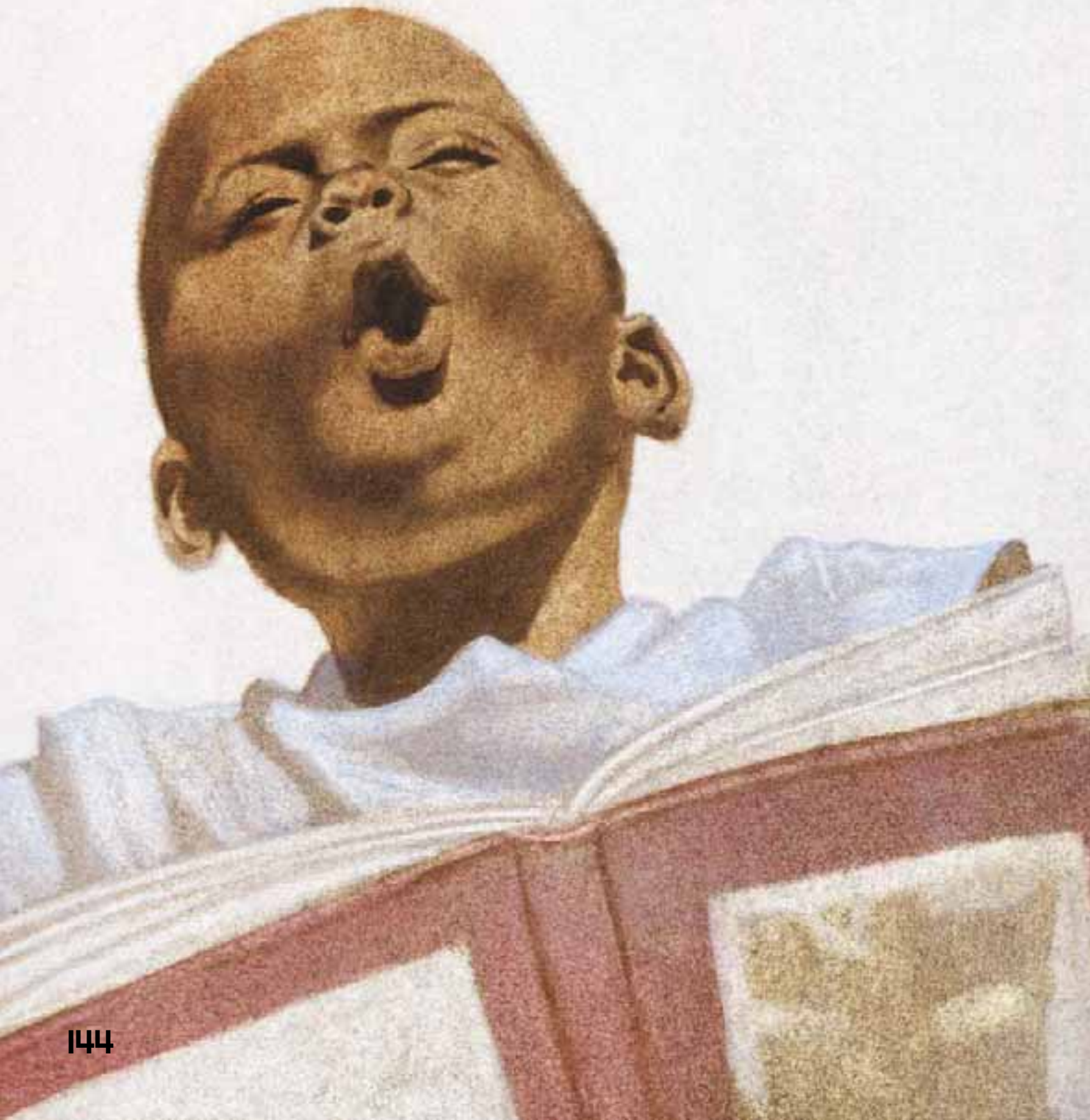
"I think I can."

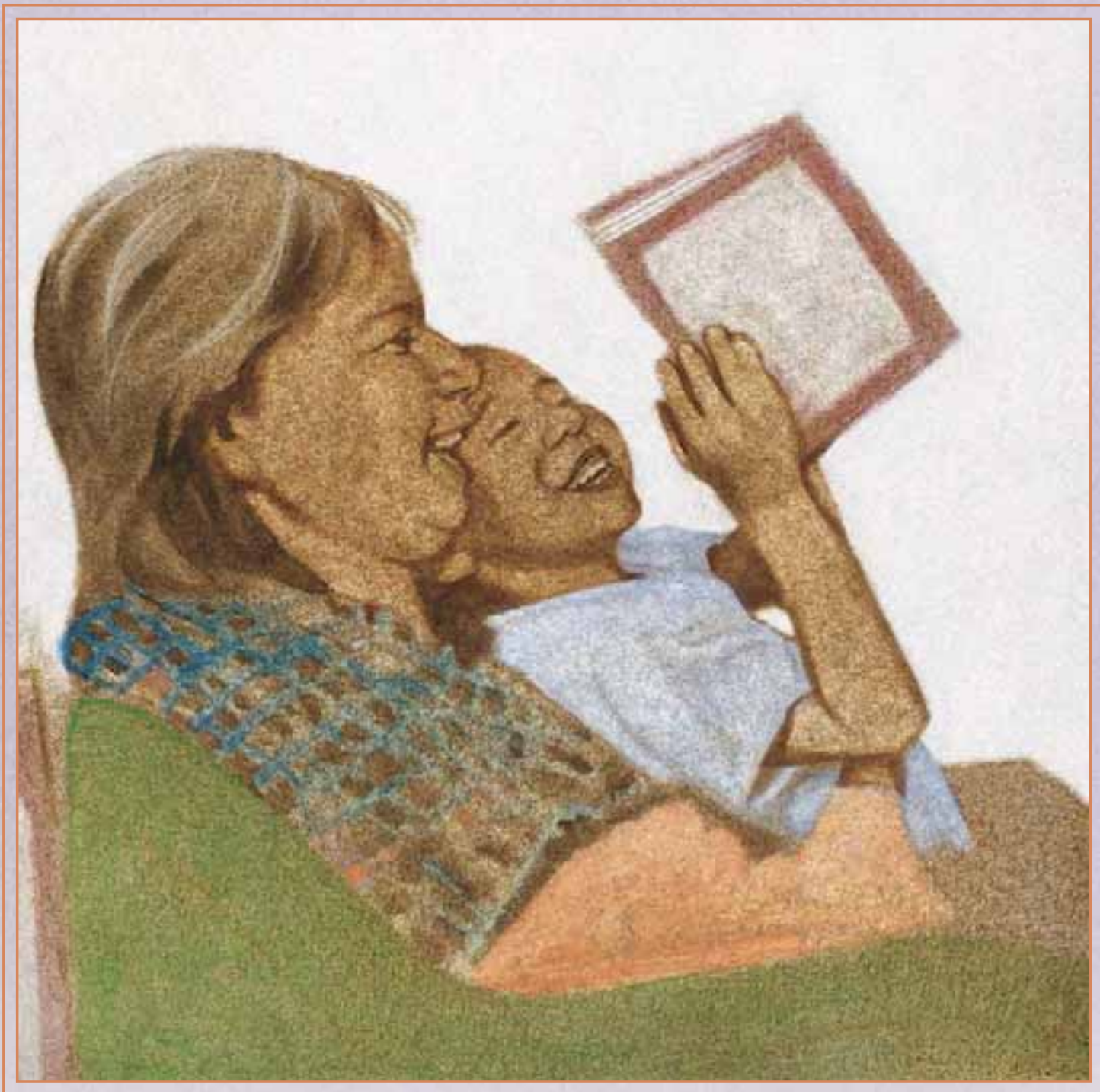


“I will read you this story,” I say.
“Is it about cats and dogs?” Gram asks.
“No, it is a story about pigs.”
“Pigs are good, too,” says Gram.



“This is a story about three little
pigs,” I say.
I read on and on.





At the end, Gram claps and claps.
“What a fine story,” she says.
“Gram, you are so much fun,” I say.
“So are you,” says my Gram.

READ TOGETHER We Remember Gram

Miriam Cohen says, “I wrote this story about a grandma because I loved mine so much. She told me stories about when she was a girl.”

Another book
by Miriam Cohen

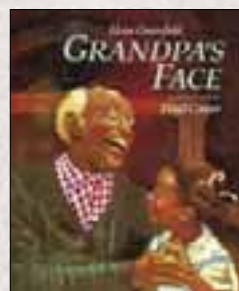


Floyd Cooper says, “I loved my gram’s gingerbread. I start my paintings by spreading gingerbread-colored paint on paper. So, I remember Gram every time I make a painting!”



Find out more about Miriam Cohen and Floyd Cooper at www.macmillanmh.com

Another book
by Floyd Cooper



Author's Purpose

Miriam Cohen wanted to write about a special grandma. Write about someone in your family.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.

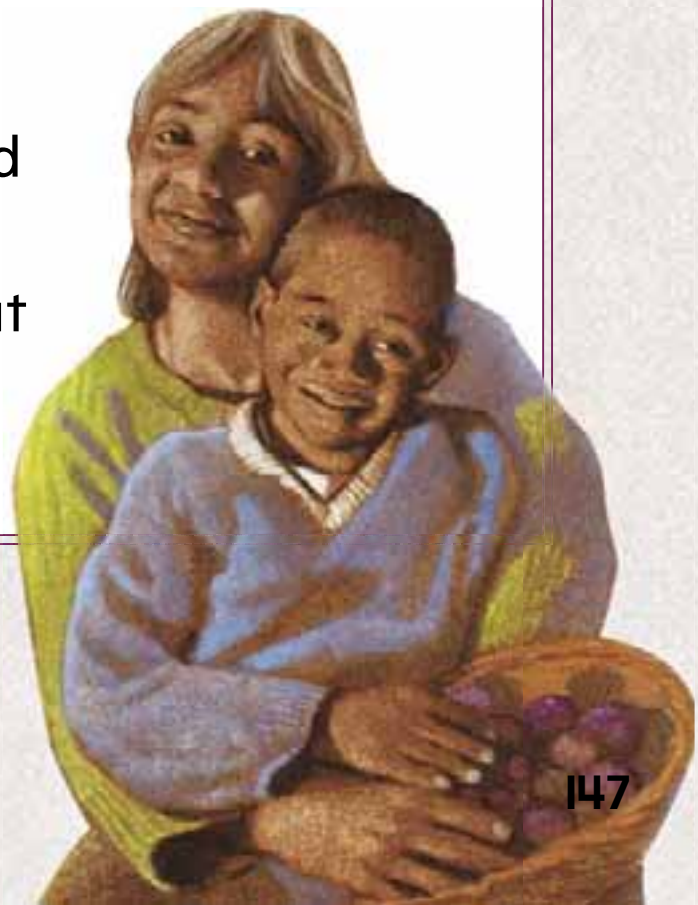


Retelling Cards

Think and Compare

1. What does James like to do with Gram?
2. What do you like to do with an older relative?
3. What can kids learn from older relatives?
4. How are James and the little sister in "What I Like About Spring" alike?

What the Characters Do	Where They Do It



CELEBRATE Chinese New Year

Social Studies

Genre

Nonfiction gives information about a topic.



Text Feature

A **Numerical List** is a series of things written in 1, 2, 3 order.

Content Words

celebrate
relatives
parade



Find out more about Chinese traditions at www.macmillanmh.com

Happy New Year! This is how people **celebrate** Chinese New Year.



Things to Do

1. Help cook.
2. Make a costume.
3. Get a flag.
4. Get gifts.



To get set for the Chinese New Year, Ming Lee makes a list. She has a lot to do!





To celebrate, people go to see **relatives**. They give gifts. Kids get red packets with money in them. They have good things to eat like New Year's cake.



Chinese New Year ends in a big **parade**. People dress up. They wave big flags. What a great start to a new year!

Connect and Compare

How might James and Gram from *Gram and Me* celebrate the new year?

Write About a Relative



Writing

Contraction

A **contraction** is a short form of two words.

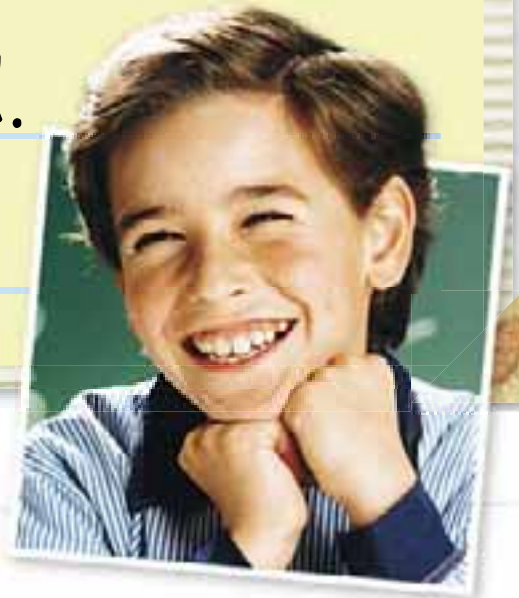
does + not → doesn't

Joey wrote about his grandpa.

My grandpa doesn't like to drive. He likes to walk.

One time we walked two miles!

We weren't even tired.



Your Turn

Think about an older relative.

Write what you like to do together.



Writer's Checklist

- ☒ Did I use my best handwriting?
- ☒ Did I form **contractions** correctly?
- ☒ Did I use an apostrophe in my **contractions**?

Answer Questions



Review

Think and Search

Look for the answer in more than one place.

Let's Go!

Characters



Abby



Amy



Abby

I am your babysitter today.



Amy

What will we do?



Abby

I want to ride my bike.



Amy

I want to go to the park.





Abby

But I am the babysitter!



Amy

I have an idea. Let's ride bikes.



Abby

That is what I want to do!



Amy

Let's ride to the park.



Abby

Good thinking. Let's go!



Tip

Look for the answer.

Directions:
Answer the questions.

1. What does Abby want to do?



2. What is Amy's idea?

- ☐ to go for a walk
- ☐ to ride to the park
- ☐ to play with a friend

3. What will Abby and Amy do?

- ☐ put their bikes away
- ☐ play in the house
- ☐ ride their bikes to the park

Writing Prompt

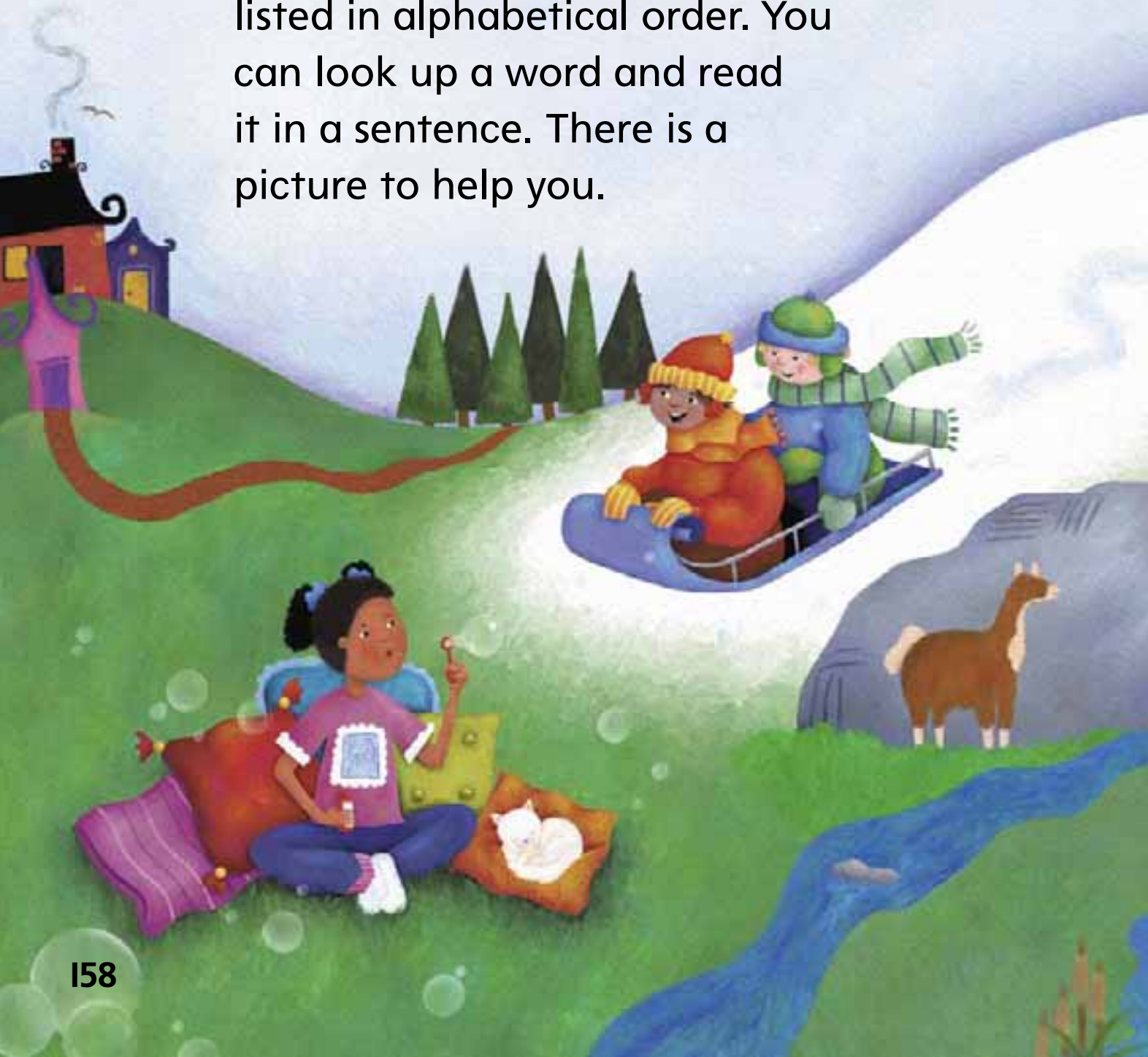
What is your favorite thing to do with a family member or babysitter?
Tell about it.
Write three or more sentences.



Glossary

What is a Glossary?

A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. There is a picture to help you.



Sample Entry

Letter

S s

Main Entry

Sentence

sledI use my **sled** when it snows.

Bb

baby

The **baby** has a toy.



bubbles

The **bubbles** are colorful.



Cc

catch

I catch the ball.



Dd

dock

The boat is tied to the dock.



Ff

flowers

The **flowers** are pretty.



Ll

letter

I mail a **letter** to my grandma.



Llama

This **llama** lives in the mountains.



Pp

path

We walk on the **path**.



pull

I **pull** this wagon.



Rr

rake

We **rake** the leaves.



river

This **river** is long.



Ss

sled

I use my **sled** when it snows.



striped

A zebra is **striped**.



suds

This bath has **suds**.



Tt

together

Katie and Matt build **together**.



tossed

Ms. Clare **tossed** the ball to Rosa.



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A Reading/Language Arts Program



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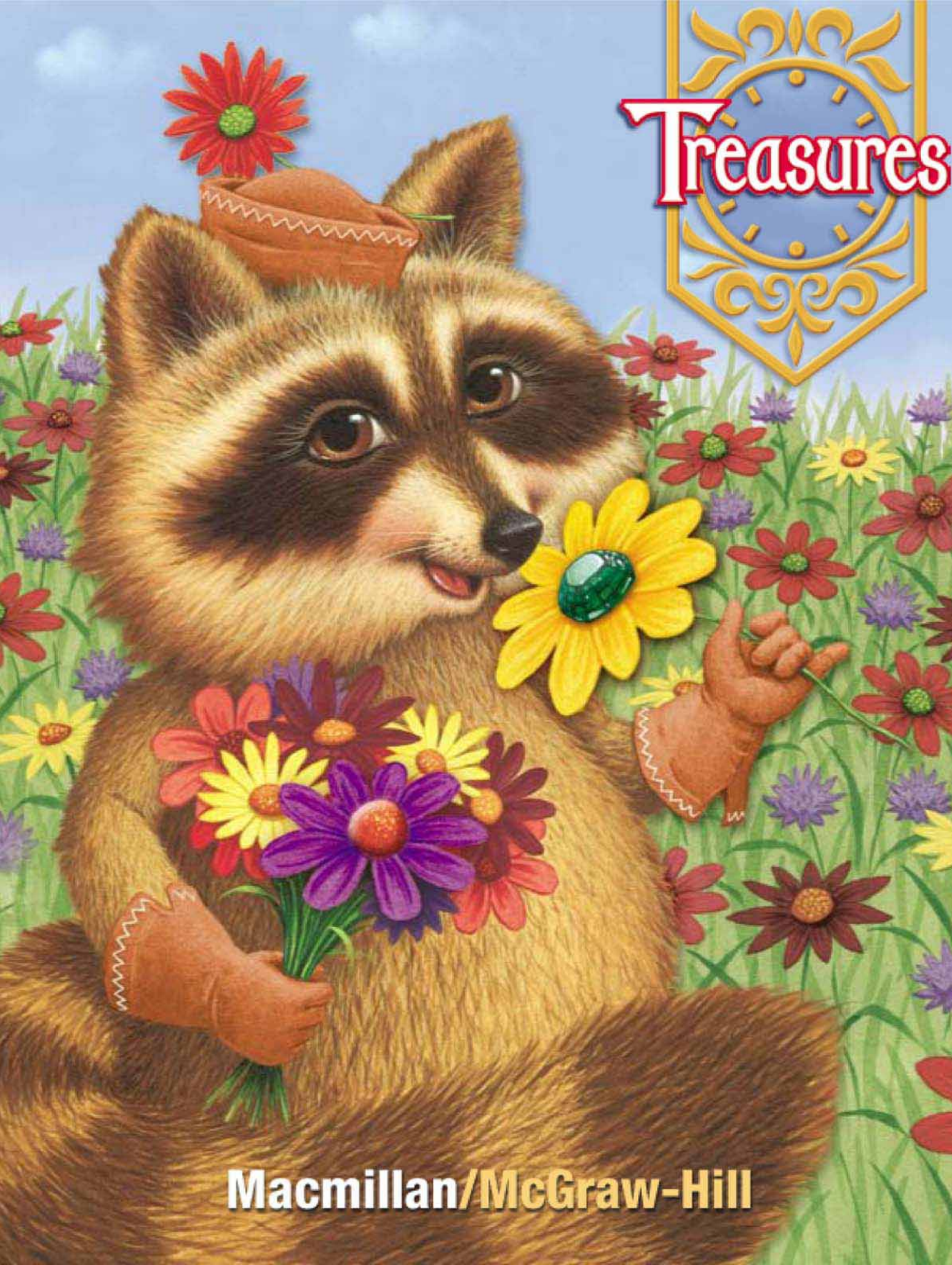
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Treasures

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A Reading/Language Arts Program



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Contributors

Time Magazine, Accelerated Reader



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A

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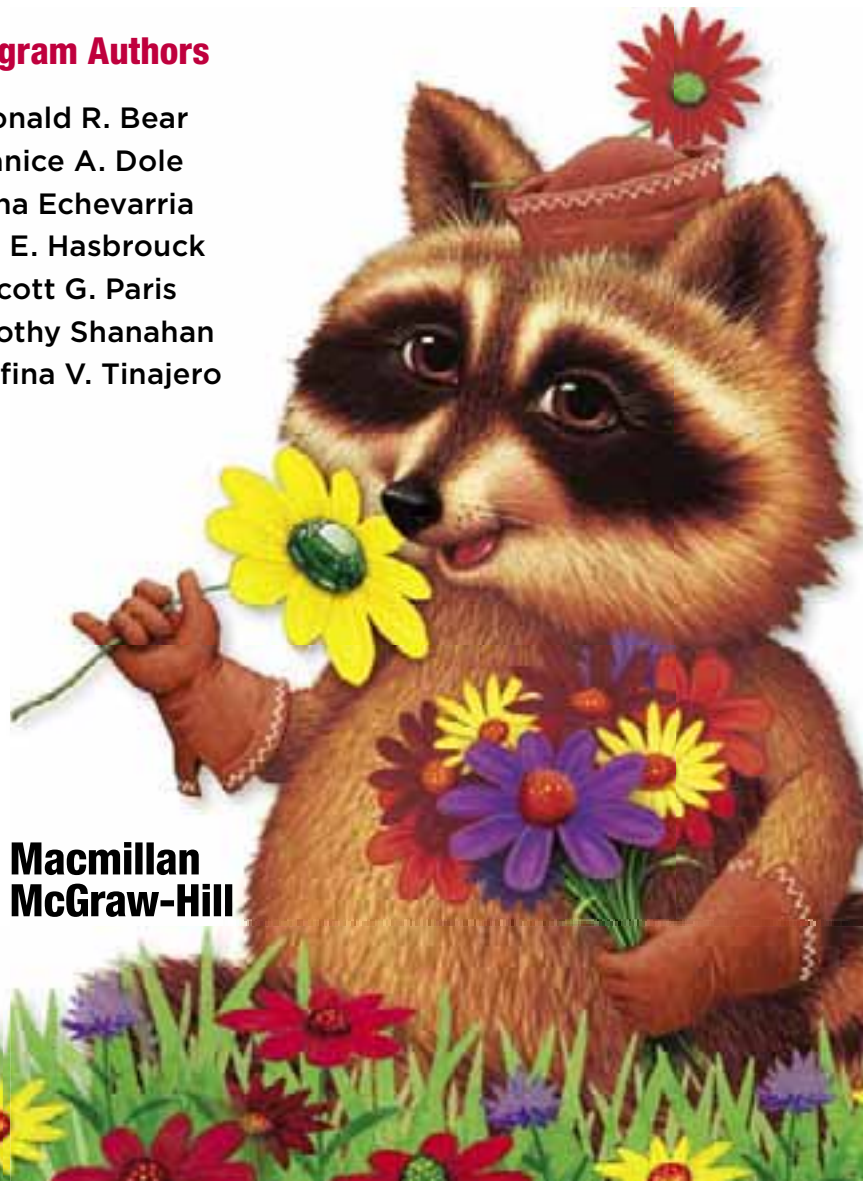
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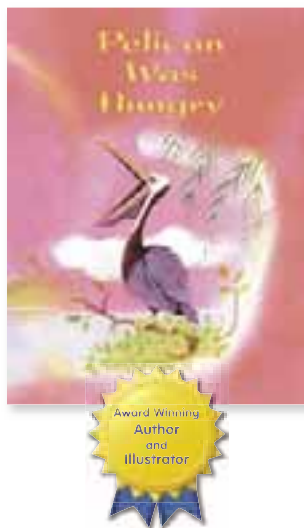
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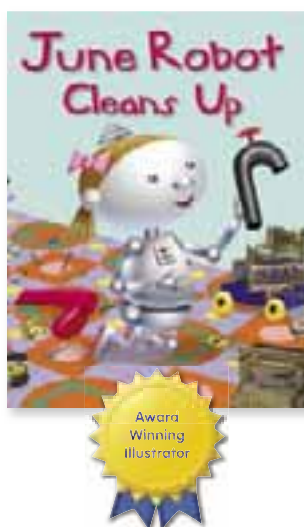
Unit 4

Nature Watch



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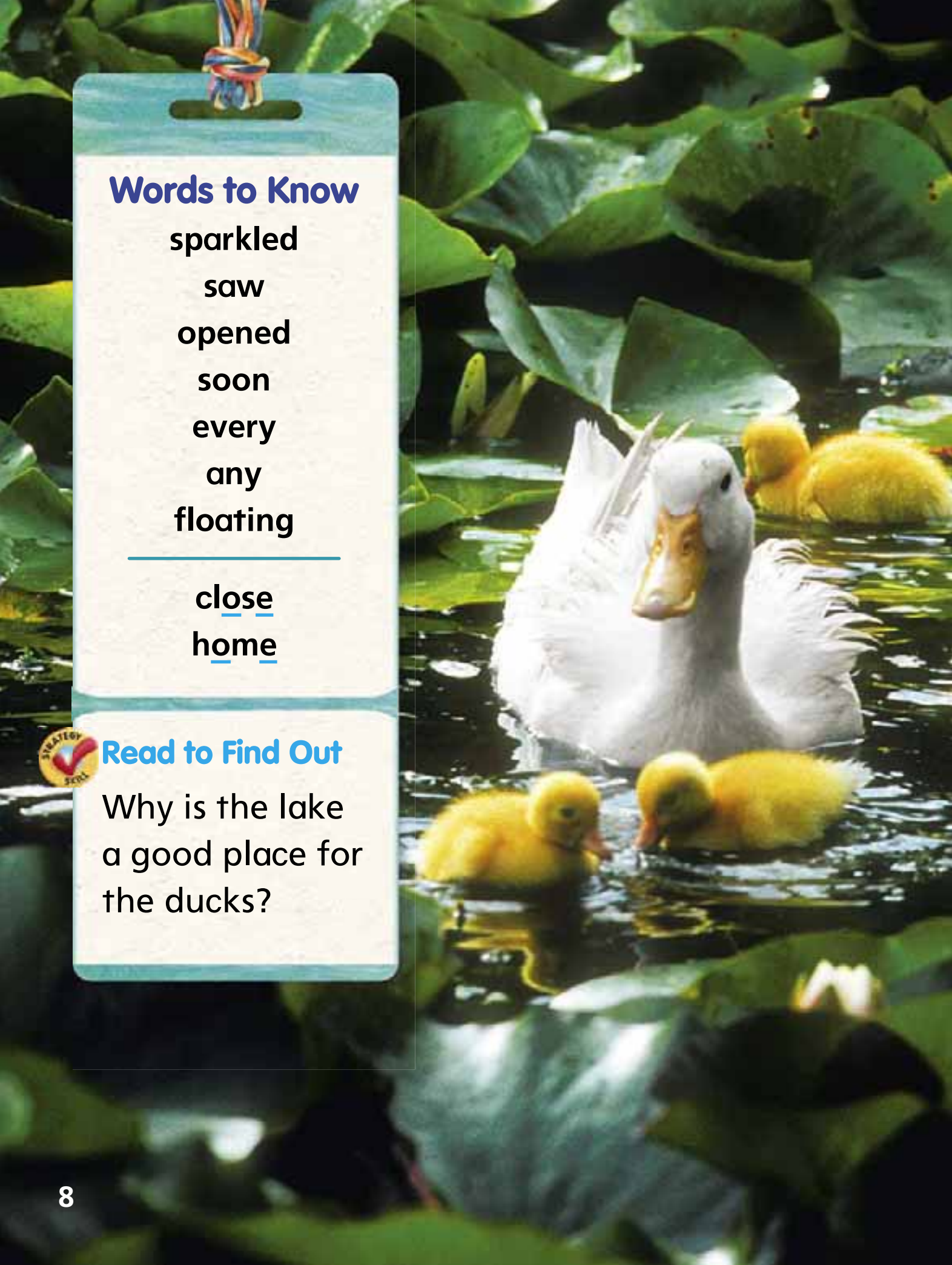
Talk About It

Pretend you are a bird. What would it be like?



Find out more about birds at
www.macmillanmh.com

BIRDS



Words to Know

sparkled

saw

opened

soon

every

any

floating

close

home



Read to Find Out

Why is the lake
a good place for
the ducks?



Floating Home

Last spring, we drove to a lake close to home. The water **sparkled** in the sun.

We **saw** some ducks. One duck put its neck under the water. It **opened** its bill and ate a plant. **Soon every** duck on the lake was eating. They ate **any** plants and bugs they could get.

Then they stopped eating. They quacked to us. As we drove to our home, we saw the ducks **floating** to their homes.

Comprehension

Genre

An **Informational Story** gives facts about a topic.



Reread

Make Inferences

As you read, use your **Inference Chart**.

Text Clues	What You Know	Inferences

Read to Find Out

What kind of food do you think Pelican wants?



Pelican Was Hungry



by Jim Arnosky



Pelican was hungry. He **opened** his bill wide and then closed it fast.

That is how a pelican says, “I am hungry.”

Pelican looked down at the water. He **saw** something shaped like a fin in the water. Quick! He dove down fast to eat it up.





It was a dolphin's fin. A dolphin is much too big for a pelican to eat. So Pelican flew back up to his branch.



Pelican sat on his branch. He opened his bill wide. Then he closed it fast. He was still hungry.



Suddenly, he saw a little head pop out of the waves. Quick! Pelican dove down fast to eat it up.

It was a turtle. The turtle was much too big for a pelican to eat. The turtle dove in the water and swam away. Pelican still did not have **any** food.



He flew up and away on the wind.
He looked down. **Every** little wave
sparkled. **Soon** he saw something
floating on top of a wave. Quick!
Pelican dove down fast to eat it up.





It was a coconut. A coconut is much too big for a pelican to eat. Pelican poked it away with his bill. He still did not have any food.



Pelican swam and rode on top of the waves. He opened his bill and closed it fast. He opened it and closed it again. He was very hungry.

He flew up on the wind and over the waves. He flew all the way back home to his branch.





Pelican looked down at the water.
He opened his bill wide and closed it
fast. He was very, very hungry.

He saw something shine and flash under
the water. He dove down fast.

It was a fish, and it was a good one!
It was not too big. It had no big bones
and fins that he could choke on.
Pelican flew back up to his branch
with the fish in his bill.



He let the fish slide down his neck.





Then Pelican closed his bill and put it
on his chest.

That is how a pelican says, “I am not
hungry anymore.”



Zoom in on Jim Arnosky

Jim Arnosky has always loved looking at plants and animals. As a child, he drew cartoons of animals. Today, his drawings show how plants and animals really look. He hopes that after reading his books, children will look carefully at nature and make their own discoveries.



Other books by Jim Arnosky



Find out more about Jim Arnosky at www.macmillanmh.com



Author's Purpose

Jim Arnosky wanted to tell some facts about pelicans. Write about a bird you've seen. Tell some facts about it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. Why can't Pelican eat some of the things he sees in the water?
2. A pelican opens and closes its bill when it is hungry. What do you do when you're hungry?
3. How is a pelican different from other birds you know?
4. How is what Pelican eats different from what the ducks eat in "Floating Home"?

Text Clues	What You Know	Inferences





Poetry

Genre

Poetry often helps readers imagine unusual things.



Literary Element

Repetition is the way some words or sentences in a poem are used again and again.



Find out more about birds at
www.macmillanmh.com



READ TOGETHER

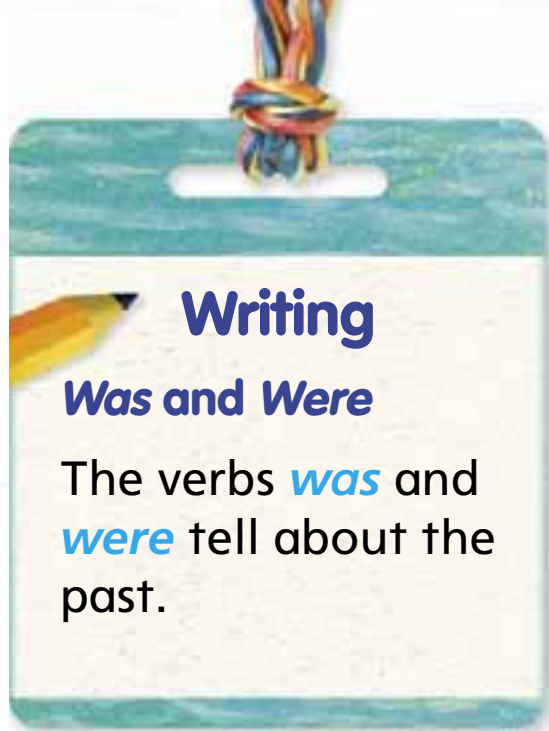
Seagull

by Bobbi Katz

Seagull, seagull,
change places with me.
I would fly and glide
over the sea—
strong and wild and free!
My father would buy you a popsicle.
You could have my bicycle
And *all* my stuff – everything.
Seagull, seagull,
Change places with me!

Connect and Compare

How is the seagull like Pelican in *Pelican Was Hungry*? How is it different?



Write About a Bird

Jan wrote about why
robins are special.



A robin is my favorite bird.

I was in Pine Park.

A robin was singing.

We were happy to hear it.

Your Turn

Write about your favorite bird.

Tell why it is special.



Writer's Checklist

- ☒ Did I tell why my bird is special?
- ☒ Did I use the verbs *was* or *were* to tell about the past?
- ☒ Do special names begin with capital letters?

Your Turn

Write about your favorite bird.

Tell why it is special.



Writer's Checklist

- ☒ Did I tell why my bird is special?
- ☒ Did I use the verbs *was* or *were* to tell about the past?
- ☒ Do special names begin with capital letters?





Talk About It

Why do people
recycle things?



Find out more about
recycling at
www.macmillanmh.com

RECYCLING

Words to Know

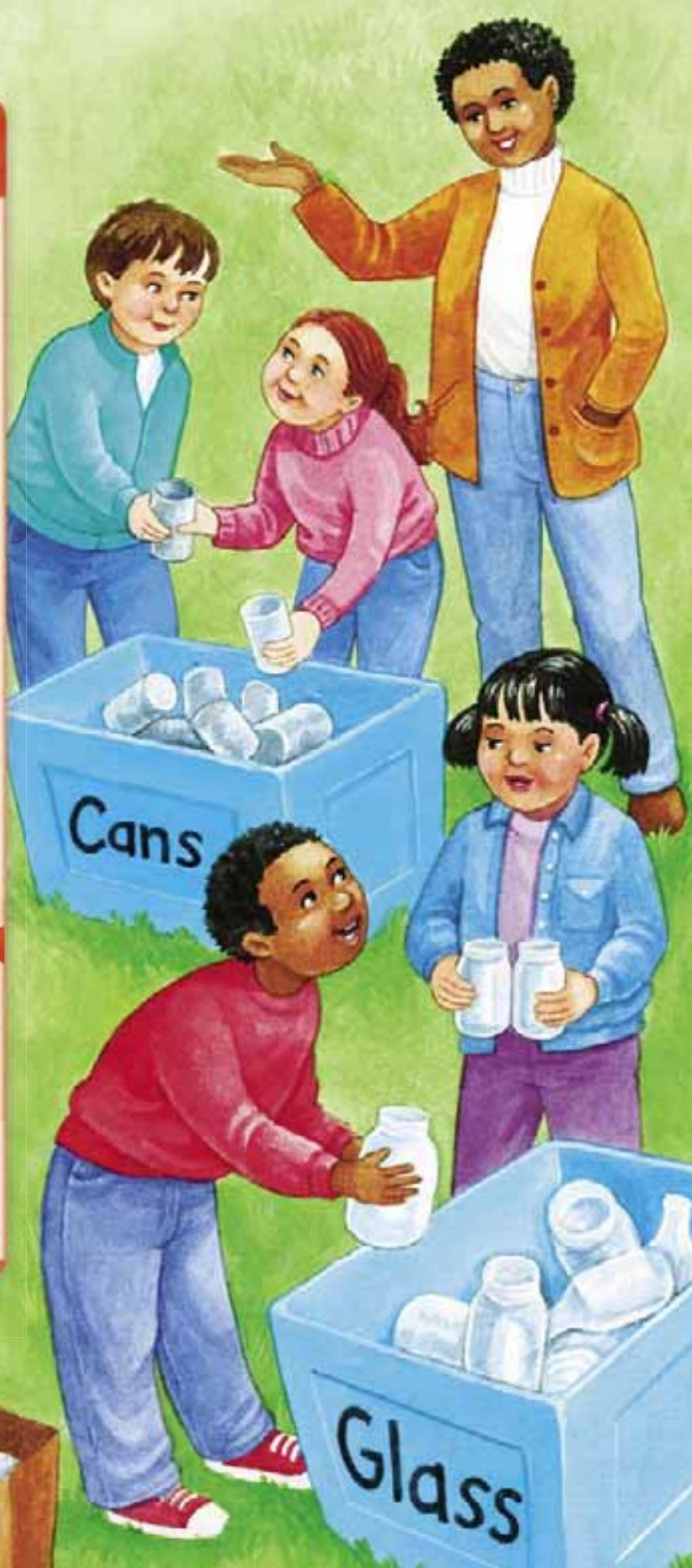
work
after
old
find
new
creation
done
terrific

used
Luke



Read to Find Out

Why do Luke and his friends recycle old things?



Old Stuff, New Stuff, Used Stuff

Luke and his pals do good **work after** school. Today they are putting **old** cans and glass into bins. They **find** them at home, at school, and all over.

“This old stuff can be used to make a **new creation**,” says Luke. “Old things can be used over and over again.”

“That’s why we bring them here,” says Jill.

When the kids are **done**, Luke’s mom says, “You kids did a **terrific** job. Now it’s time to play.”



June

Comprehension

Genre

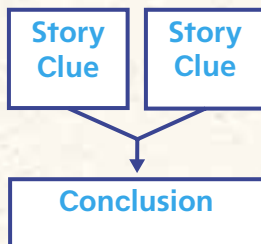
A **fantasy** is a made-up story that could not happen in real life.



Reread

Draw Conclusions

As you read, use your **Conclusions Chart**.



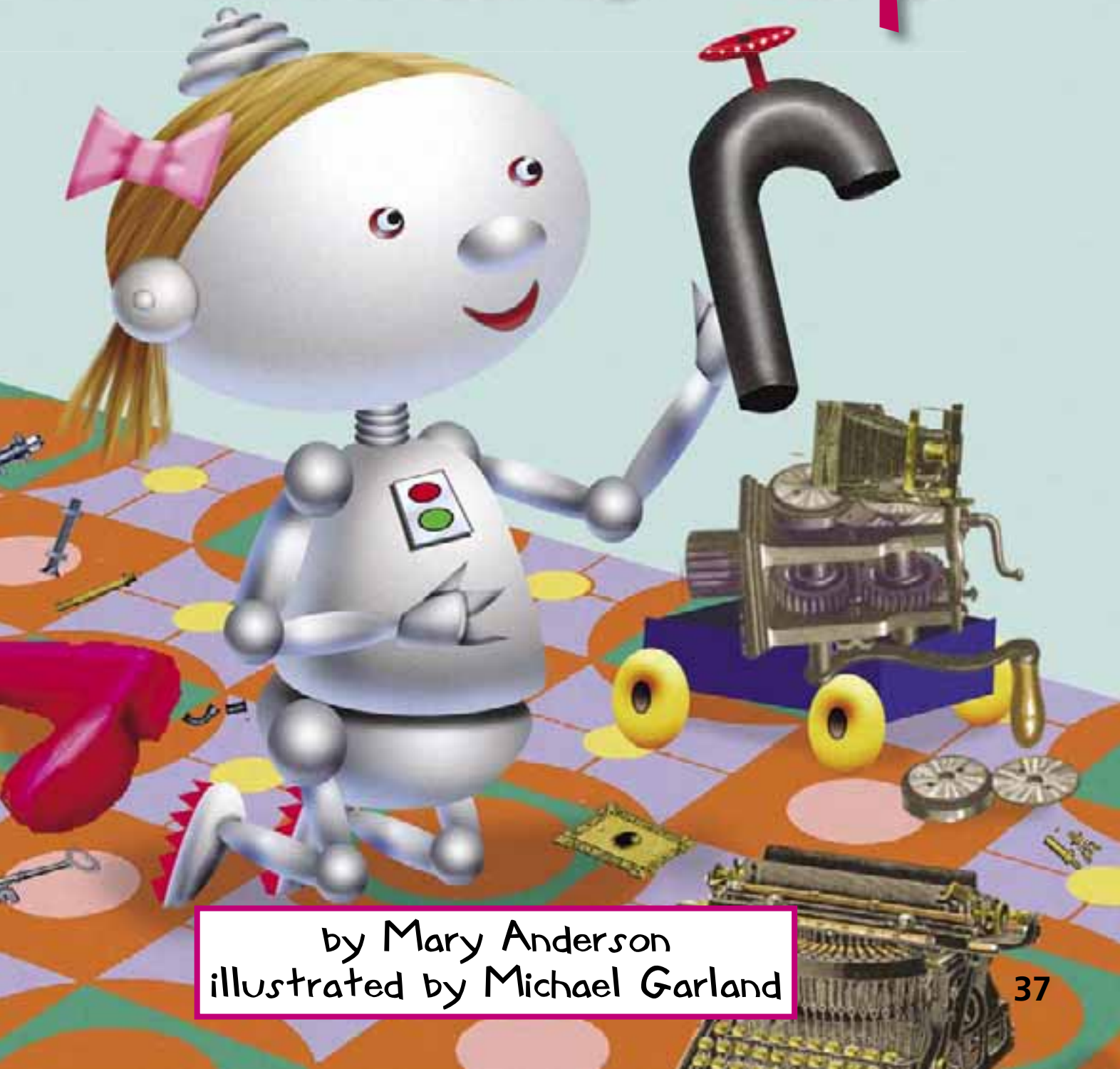
Read to Find Out

Why does June Robot like old things?





Robot Cleans Up



by Mary Anderson
illustrated by Michael Garland



June Robot liked to **find old** things.
Every day **after** school, she looked
for more old things.

“June, what will you do with all that
junk?” asked her little brother, Rob.

“I am going to use it,” said June.

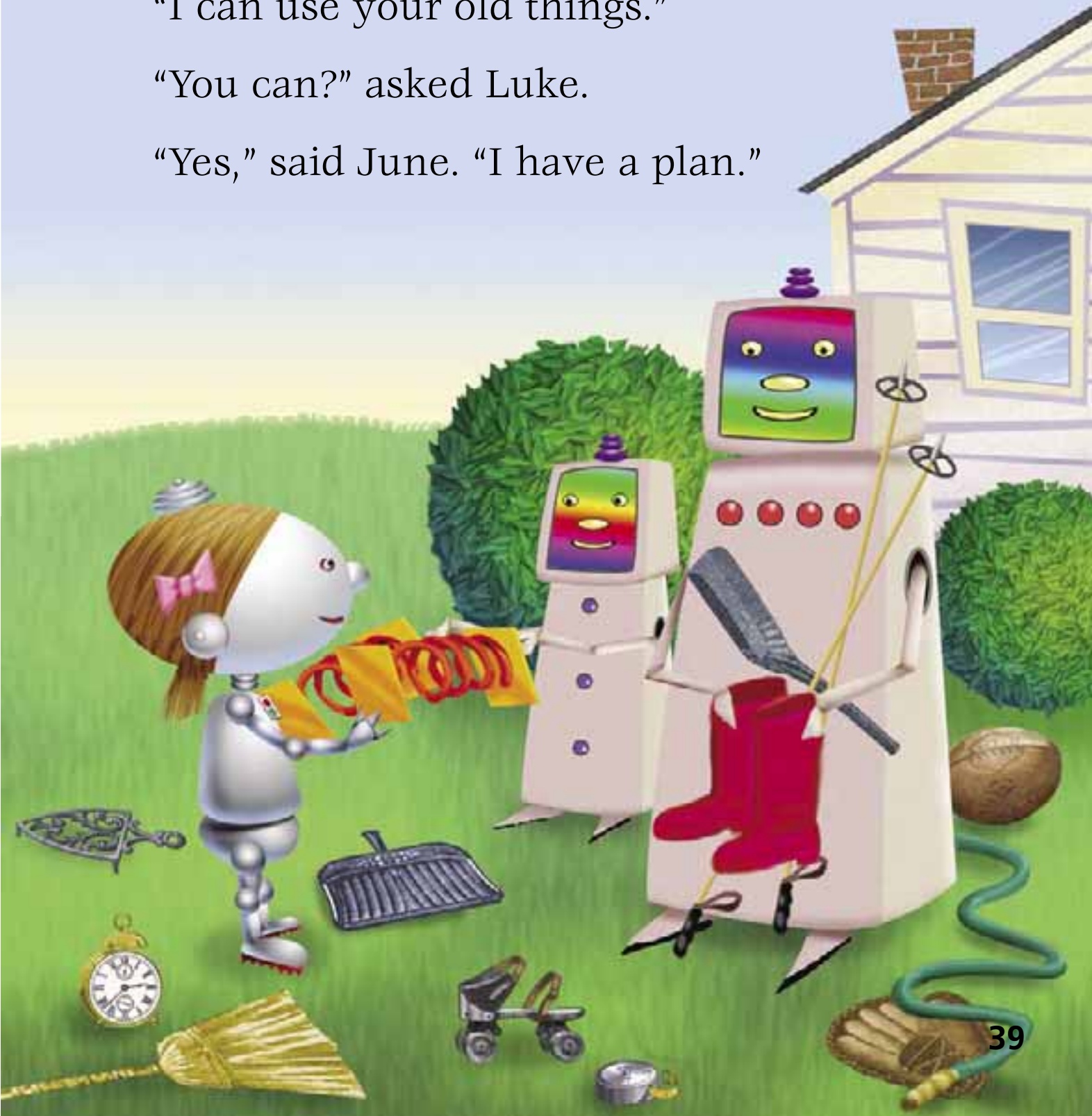
Today, Luke and his dad were bringing things to the dump.

“This is such good stuff!” said June.

“I can use your old things.”

“You can?” asked Luke.

“Yes,” said June. “I have a plan.”

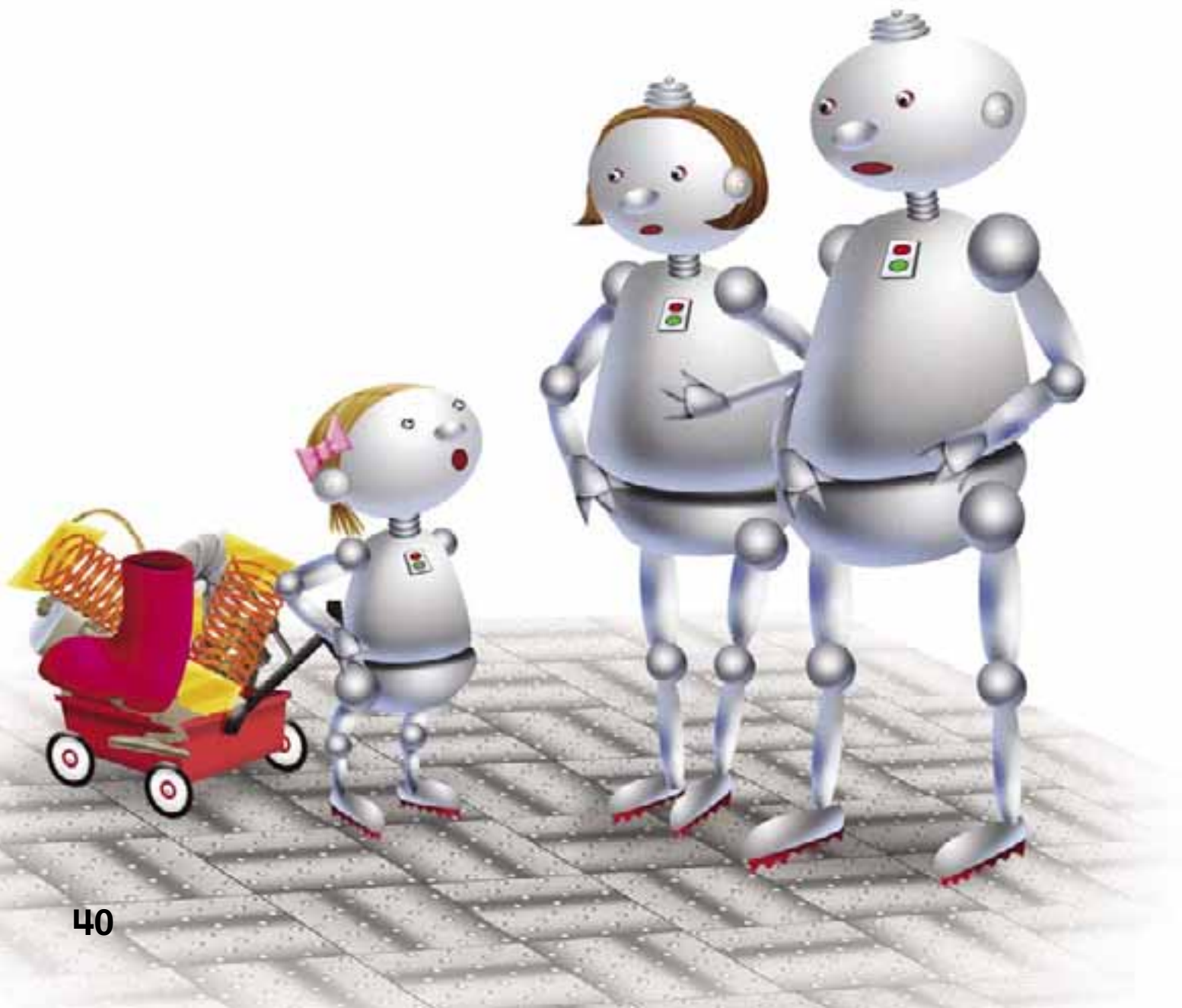


June took Luke's old stuff home.

"June, is that more old stuff?" asked her mom.

"What will you do with that junk?" asked her dad.

"I am going to use it," said June.





June went to her room.

“Come and help me, Rob,” she said.

“Hand me that tube of paste. I can make a **new** toy for you to jump in.”



Soon June was **done**.

“Get in, Rob,” she said.

“June! Look at me jump!” said Rob.

“You make the best things.”

“What is that noise?” asked Mom.

“What is going on up there?” asked Dad.

“Let’s go find out,” they said.



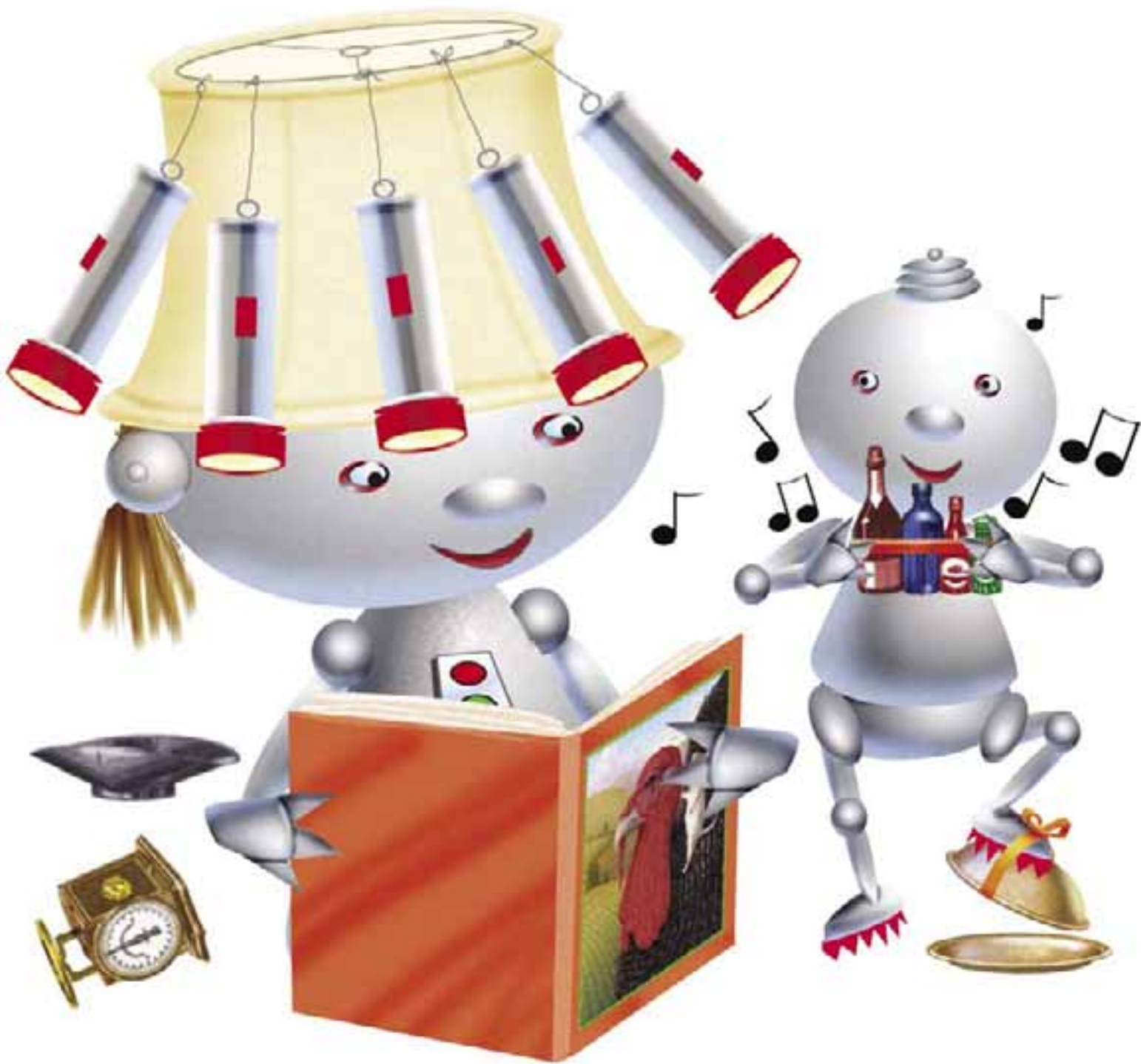


“Rob! What are you doing?” asked Mom.

“June! Look at this mess,” said Dad.

“That’s it!” said Mom and Dad together.

“There will be no more junk!”



“But this is all good stuff!” said June.
“Look! I made this for reading in bed.”
“And she made this for me to play a
tune on!” said Rob.

After Mom and Dad left, June looked at her old stuff.

“Rob, I have a plan,” said June. “I can have a clean room and still keep my stuff.”

“Can I help?” asked Rob.





June and Rob went to **work**.

“We can use so much of this stuff,”
said June.

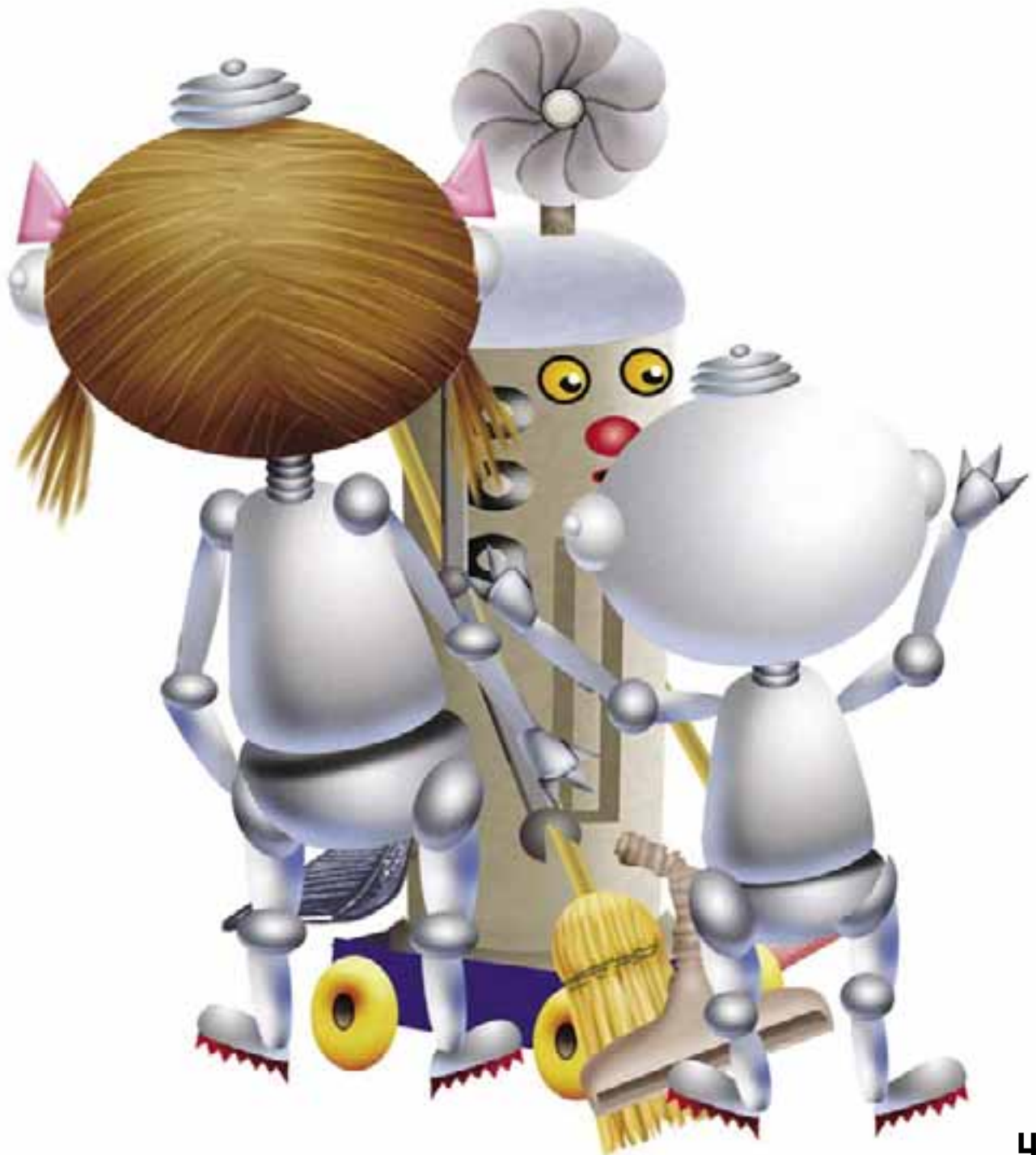
“Mom and Dad are going to be so
happy!” said Rob.

June and Rob worked and worked.

At last, they were done. June smiled.

“This is my best **creation** yet,” she said.

“I’ll get Mom and Dad,” said Rob.





“Mom and Dad!” said Rob. “Look at what we made.”

“What is it?” they asked.

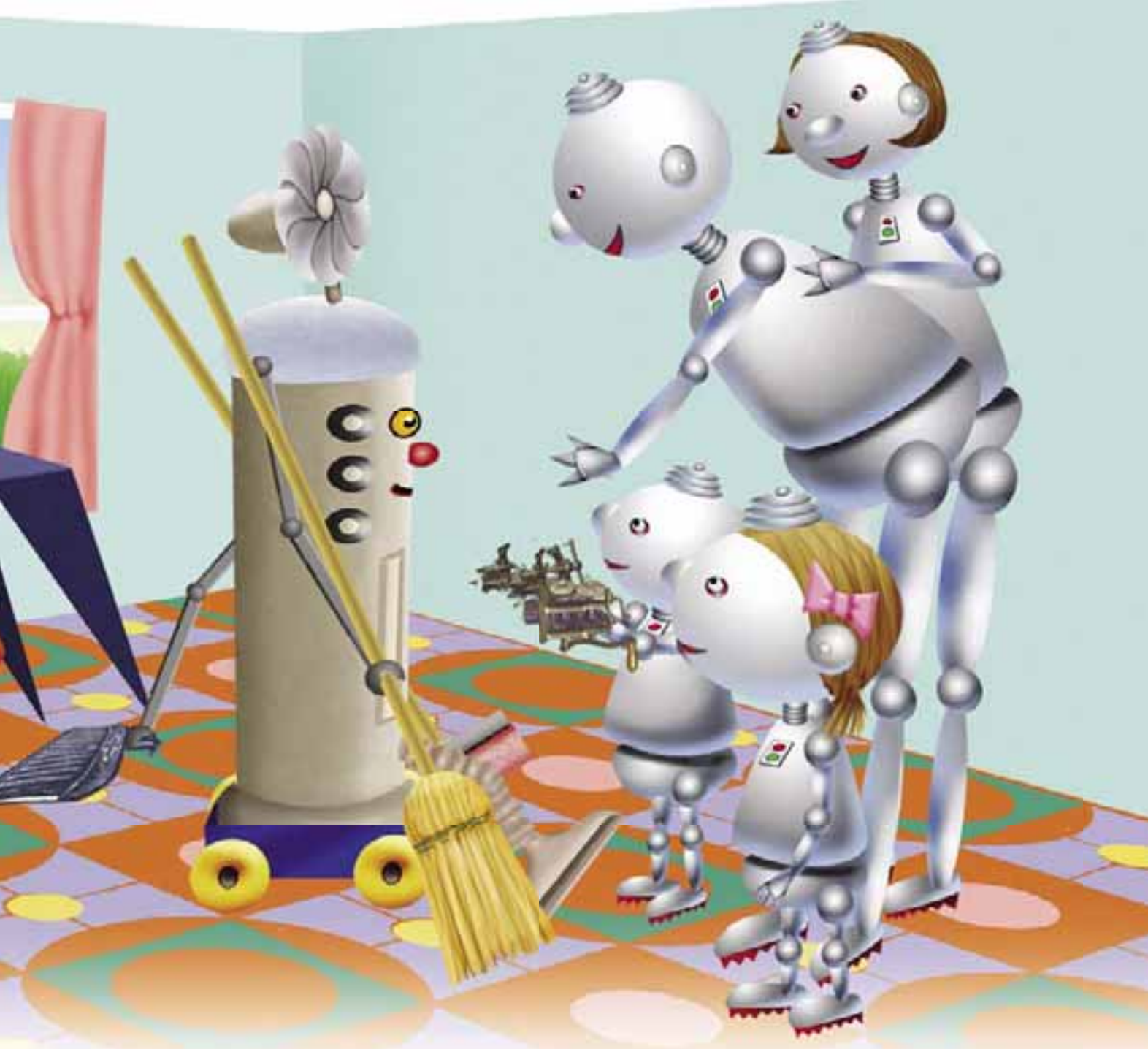
“You’ll see,” said June. “I just have to pull down this switch.”





“Your room is so clean!” said Mom.

“And you used so much old stuff,”
said Dad.



“Look!” said Rob. “This is the leftover stuff to bring to the dump.”

“But June can make something new with it,” said Mom and Dad.

“I can!” said June.

Who Made June Robot?

Mary Anderson says, “I am just like June Robot. I love to find old stuff. My home is filled with things that I have found and fixed up.”



Michael Garland illustrates both his own and other people’s stories. He paints and draws, and also uses the computer to make his pictures.

Other books

by Michael Garland



Find out more about Mary Anderson and Michael Garland at www.macmillanmh.com



Author’s Purpose

Mary Anderson wanted to tell a story about an unusual machine. Write about a machine you’d like to make.

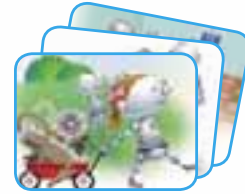




Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.

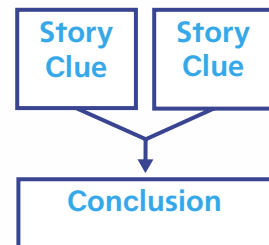


Retelling Cards

Think and Compare



1. What do you think June's mom and dad will do the next time she brings junk home?
2. Would you like to have a friend like June? Why or why not?
3. June uses old stuff to make new things. How is this good for the environment?
4. How is what June does with junk like what Luke does in "Old Stuff, New Stuff, Used Stuff"?



Social Studies

Genre

Nonfiction gives information about a topic.

Text Feature

A **Floor Plan** is a drawing that shows where things are in a room.

Content Words

recycling
sort
plastic



Find out more about recycling at www.macmillanmh.com

A Bottle Takes a Trip

Ahh! You just drank some water. Now you toss the bottle in a blue bin for **recycling**. What will happen to that bottle?



A truck will come to pick your bottle up. It will go with many bottles to a recycling center.



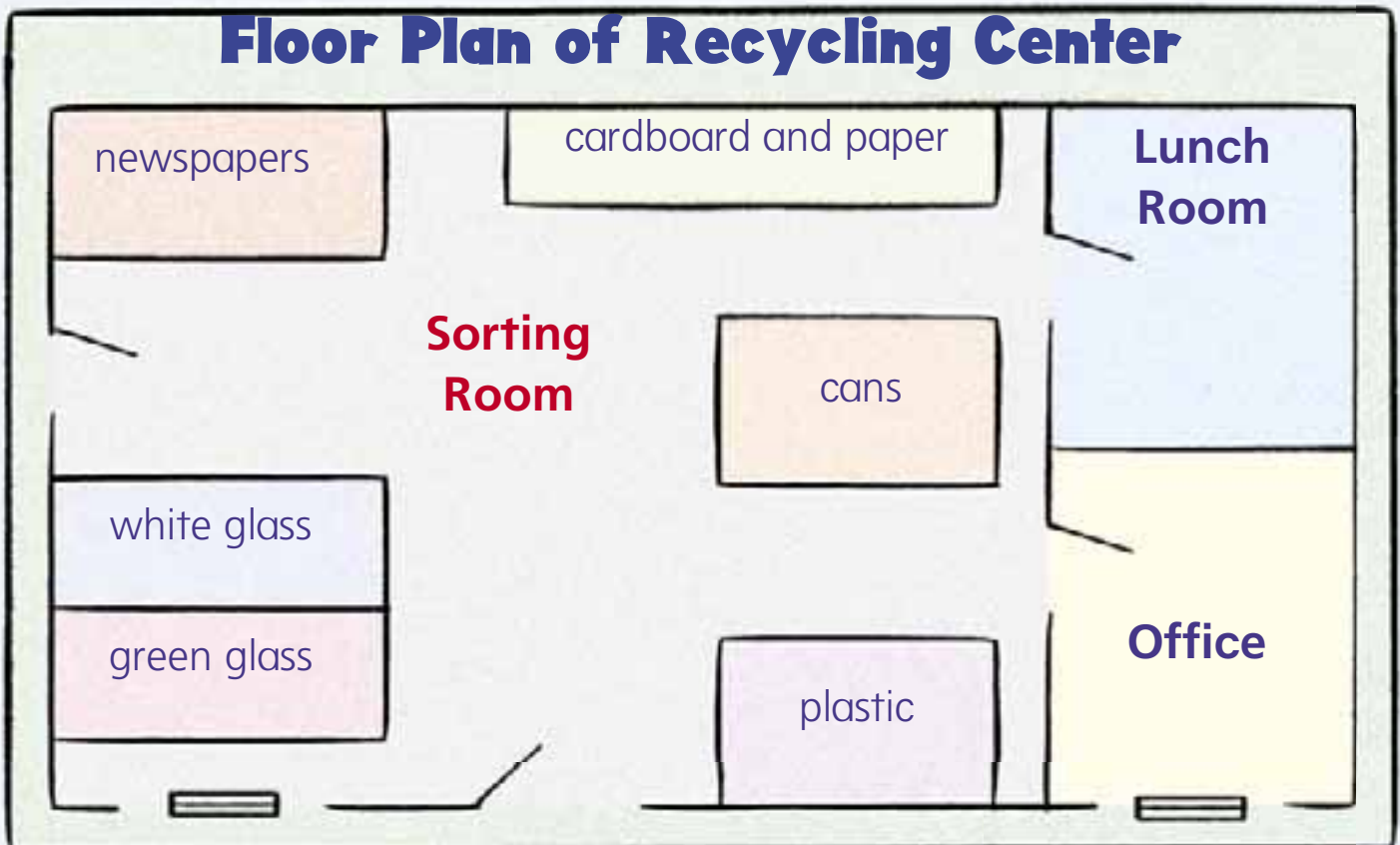
When they get there, the bottles go down a big slide.



Now people **sort** the cans, bottles, and paper.



Floor Plan of Recycling Center

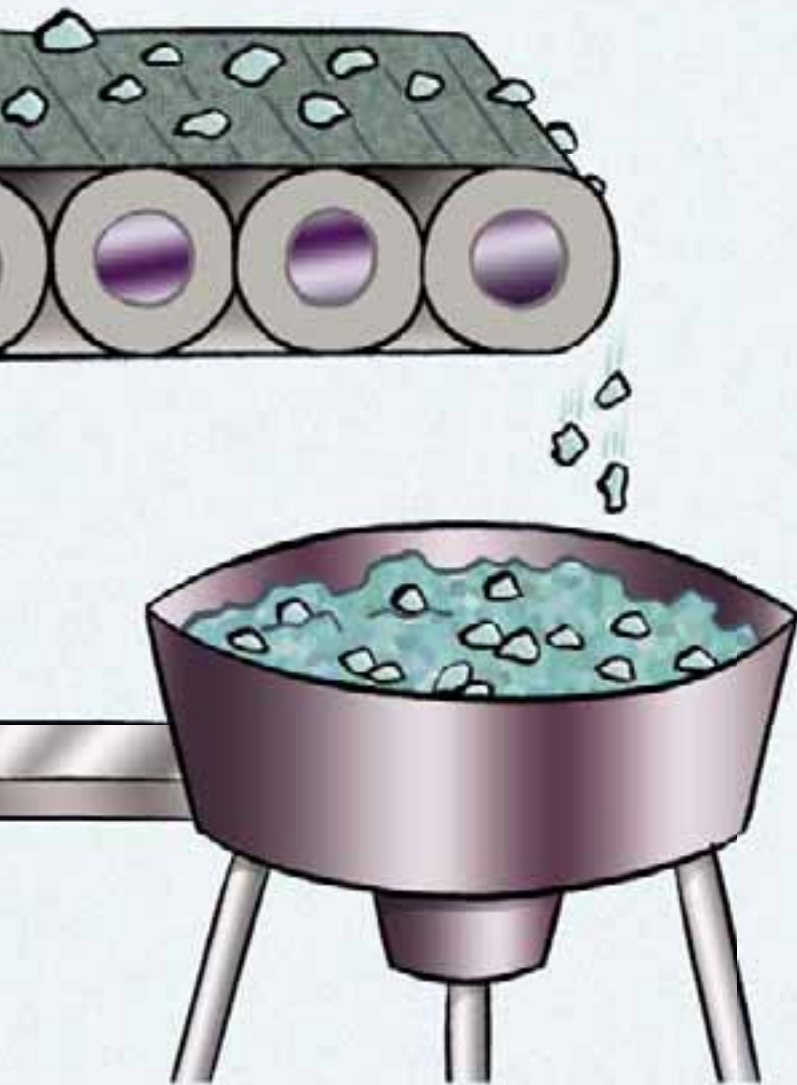


Look at this floor plan of a recycling center. What kinds of things do you see being recycled?

Your bottle is made of **plastic**. It will go to a factory. Here the bottles are cut up into small bits.



Next the plastic bits are melted until they are soft. The soft plastic can be used to make many new things.



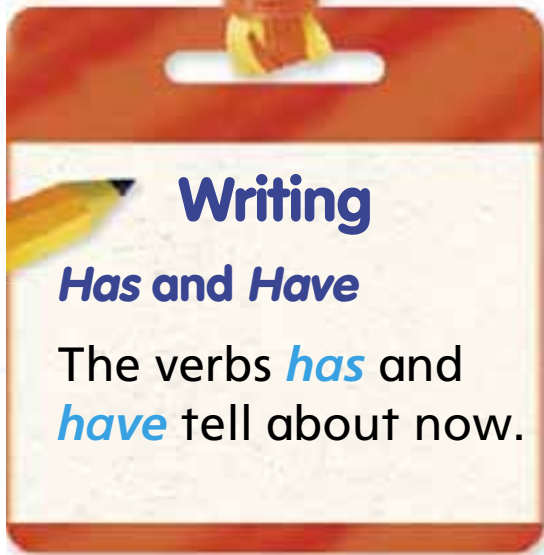
The green rulers on this page were made from recycled plastic. Recycled plastic can also be made into yarn. It can be used to make socks and sweaters and to fill sleeping bags.

All of the things this girl has were made out of recycled plastic. One of them could have come from your bottle!



Connect and Compare

June recycles in *June Robot Cleans Up*. How is this like the recycling in “A Bottle Takes a Trip”?



Write an Ad

Carlos wrote an ad about recycling.



Do you have glass or paper?
Do you have plastic or cans?
Our school has recycling bins.

Use them! Save our Earth.

Your Turn

Think about why it is important to recycle.

Write an ad to tell others about recycling.



Writer's Checklist

- ☒ Does my first sentence get readers to pay attention?
- ☒ Did I use the verbs *has* or *have* to tell about now?
- ☒ Did I end questions with question marks?

Your Turn

Think about why it is important to recycle.

Write an ad to tell others about recycling.



Writer's Checklist

- ☒ Does my first sentence get readers to pay attention?
- ☒ Did I use the verbs *has* or *have* to tell about now?
- ☒ Did I end questions with question marks?

Talk About It

What kinds of weather do you know about? What is your favorite kind of day?



Find out more about the weather at www.macmillanmh.com

What's the Weather?

Words to Know

warm
sound
their
extreme
predict
cold
know
great

rain

play

Warm and Cold Days

What is this day like? It is **warm** and wet. The rain makes a good **sound**. Kids play in **their** homes.

This rain is **extreme**. But it will stop. Can you **predict** how the day will be then?



This day is **cold**. The kids **know** how to stay warm. They run and jump and have a lot of fun. What a **great** day to play!

Stormy Weather

Comprehension

Genre

A **Nonfiction Article** gives information about a topic.

Reread

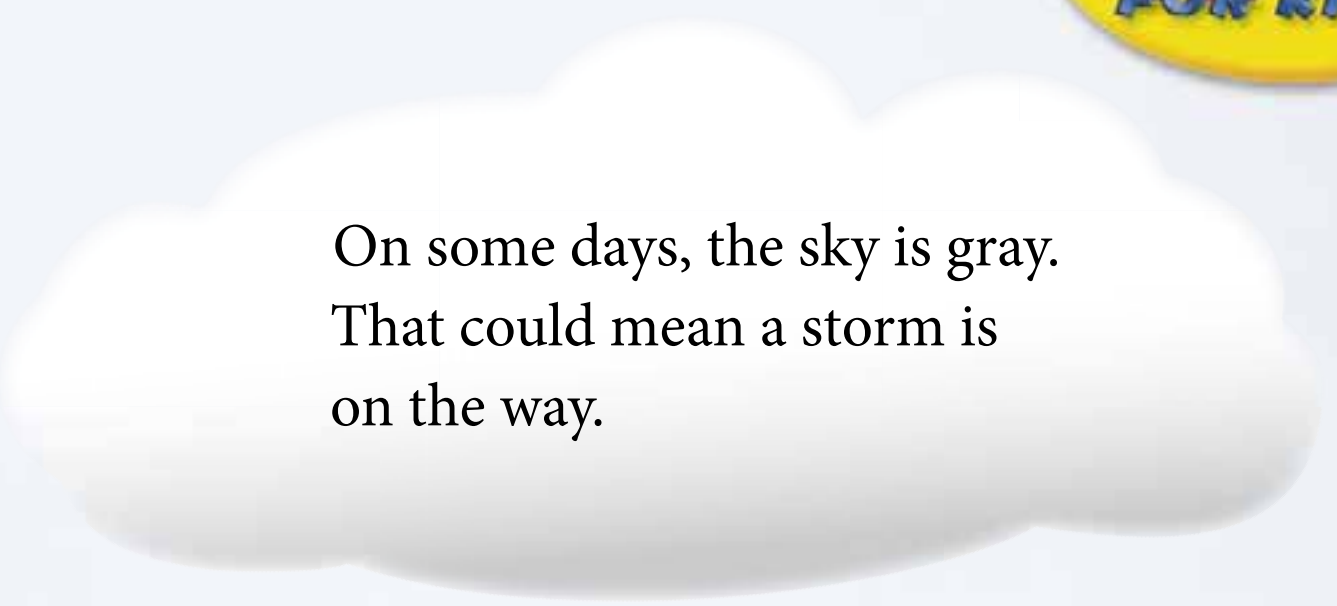
Compare and Contrast

Look for ways that storms are alike and ways they are different.

How many kinds of storms do you **know** about?



There are many kinds of storms.
Which do you see where you live?



On some days, the sky is gray.
That could mean a storm is
on the way.



A gray sky can mean rainstorms.
You may see **great** flashes of lightning.
After that comes a loud **sound**. That is
thunder. Time to go inside!



Lightning can make a tree explode.

Thunderstorms may have strong winds. The winds can blow branches off trees. Balls of ice may come down. This is called hail. It can hail when it is **warm** or **cold**.

Most hail is small. Some is bigger than a tennis ball. ►





Some storms come when it is very cold. It can snow so much that you can't see. Strong winds can blow snow into big piles. This is called a blizzard.



A tornado can
destroy buildings. ►



Some storms have **extreme** winds.
Tornadoes are made of very fast winds
that spin. The winds can pick up trucks
and homes.

Scientists have ways to **predict** when
tornadoes will come. Then people can
get out of **their** way.



Look outside today. Does it look like a storm is on its way? Or is it a great day to play?



Comprehension Check

Tell What You Learned

What did you learn about storms?

Think and Compare



1. How are a thunderstorm and a blizzard the same? How are they different?
2. Tell about a storm you have seen. How was it like the storms you just read about?
3. What would you do if you were caught in a blizzard, thunderstorm, or hailstorm?
4. How are the storms in "Stormy Weather" and "Warm and Cold Days" alike?

**Test Strategy****Think and Search**

Find the answer
in more than one
place.

Dangerous Storms

Some storms can be dangerous.
Thunderstorms may bring lightning.
Lightning looks like a great flash in
the sky. It can be dangerous.

You are not safe from lightning
outside. You are not safe under
a tree.

Where will you be safe from lightning?
You will be safe inside. The best thing
to do is get inside fast!



Directions: Answer the questions.

1. Which picture shows lightning?

☐☐☐

2. Why are thunderstorms dangerous?

- ☐ The rain will make you wet.
- ☐ The thunder is very loud.
- ☐ They bring lightning.

3. What should you do if you see lightning?

- ☐ Go inside.
- ☐ Stand under a tree.
- ☐ Play on the playground.

Tip

Keep reading
to find the
answer.

Write About the Weather

Rudy made a plan. Then he wrote a report about a tornado.



TORNADOES

A tornado is a very strong kind of storm. It looks like a spinning cloud.

The top of a tornado is in the sky.

The bottom touches the ground.

Tornadoes are dangerous.

Your Writing Prompt

Choose a storm you've seen or heard about. Write a report about that storm.

Writer's Checklist

- ☒ Does my report have a main idea and details?
- ☒ Will readers understand my report?
- ☒ Did I check my report for mistakes?

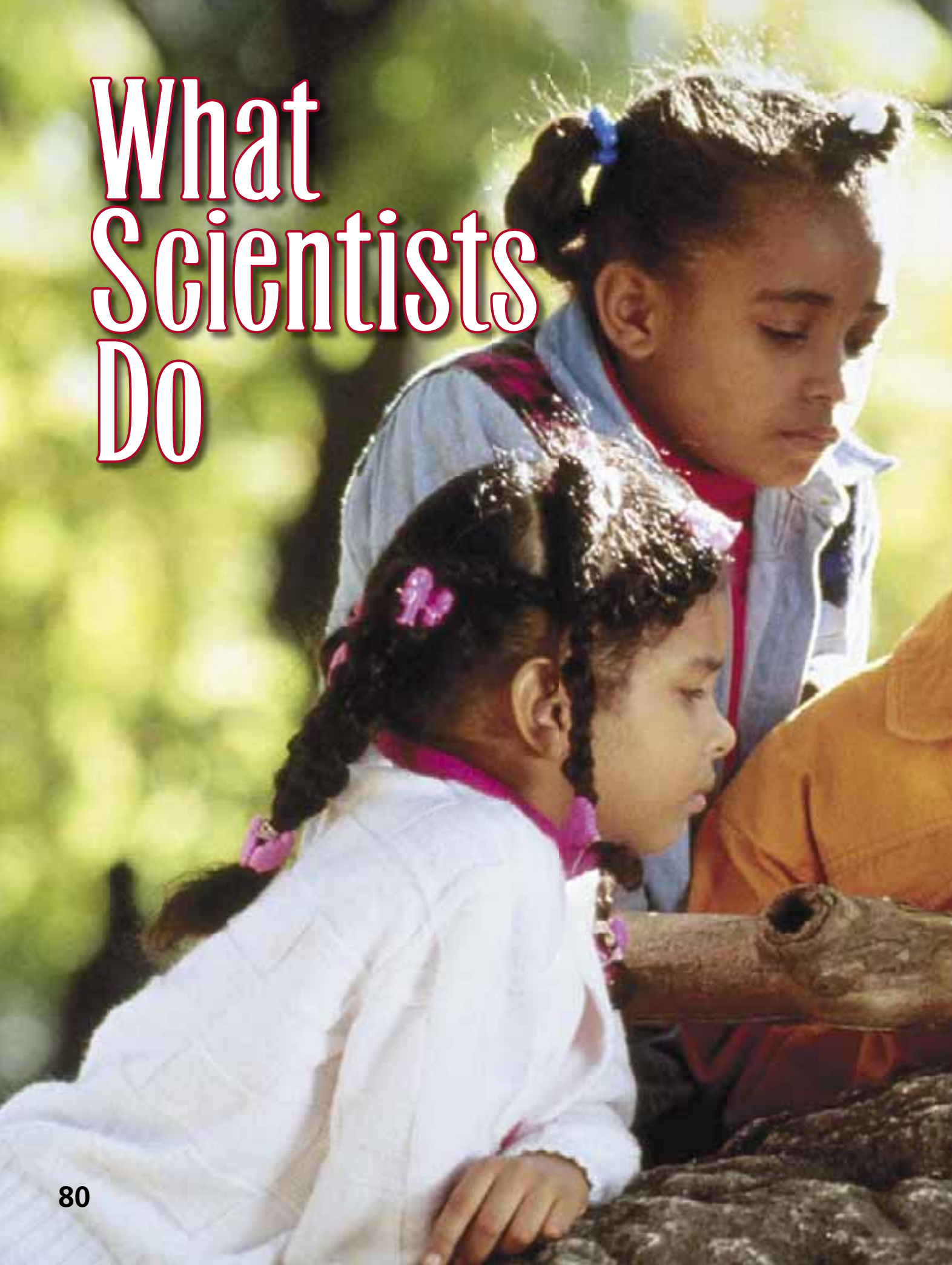
Your Writing Prompt

Choose a storm you've seen or heard about. Write a report about that storm.

Writer's Checklist

- ☒ Does my report have a main idea and details?
- ☒ Will readers understand my report?
- ☒ Did I check my report for mistakes?

What Scientists Do





Talk About It

What is a scientist? What kinds of questions do scientists ask?



Find out more about what scientists do at www.macmillanmh.com

Words to Know

curious

idea

friends

kind

by

far

knew

house

be

deep



Read to Find Out

What makes the seed look big?



Be Curious

Are you **curious**? Do you like to look at things that are little? Then this **idea** is for you and your **friends**.

Fill a deep dish with water. Then, put something very little in your hand. Any **kind** of little thing will do. Put your hand **by** the back of the dish. Don't put it **far** away. Does the little thing look big now? I bet you **knew** it would. Do this with more things at your **house**. They will look big, too!



Comprehension

Genre

A **Biography** is the true story of a person's life.



Summarize

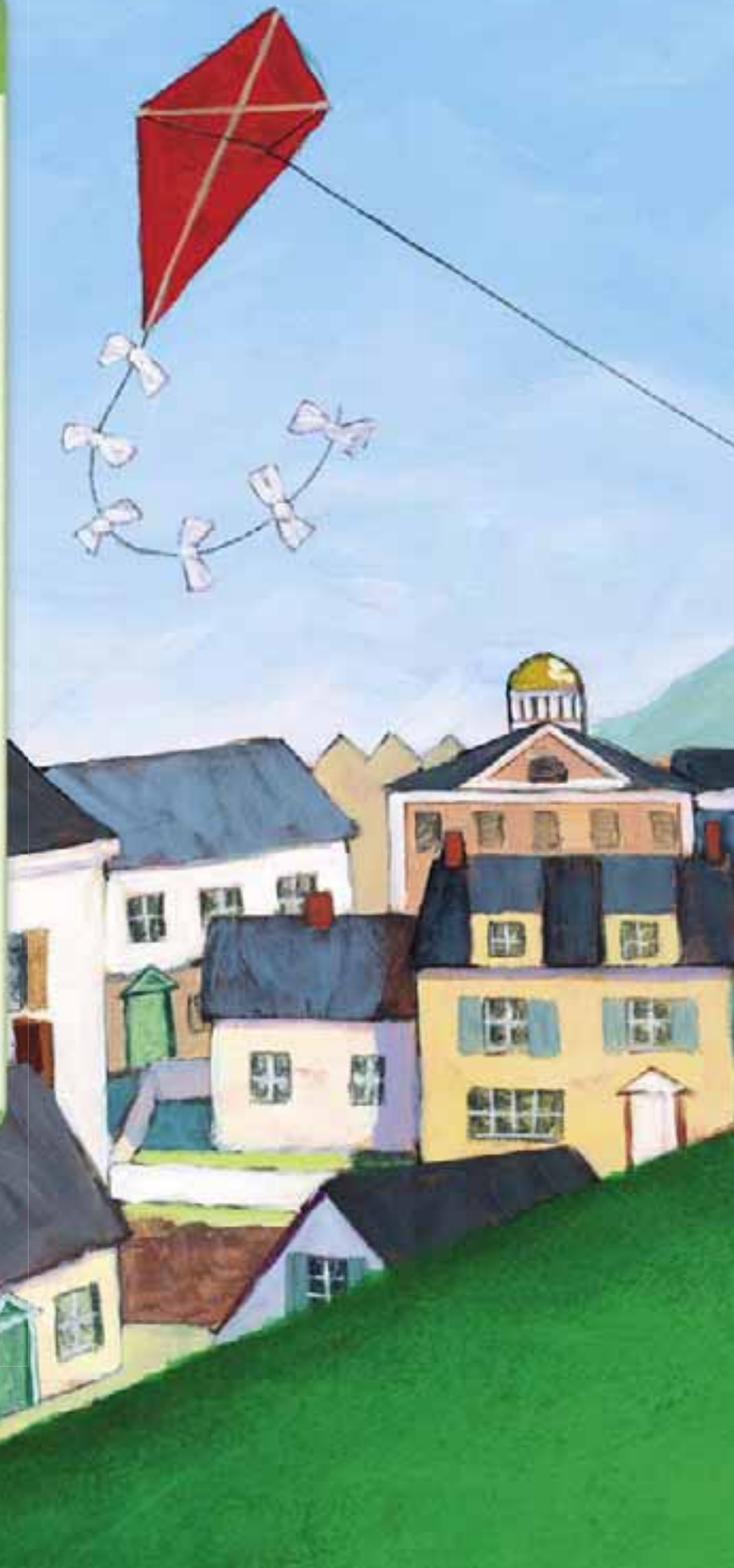
Make Inferences

As you read, use your **Inference Chart**.

Text Clues	What You Know	Inferences

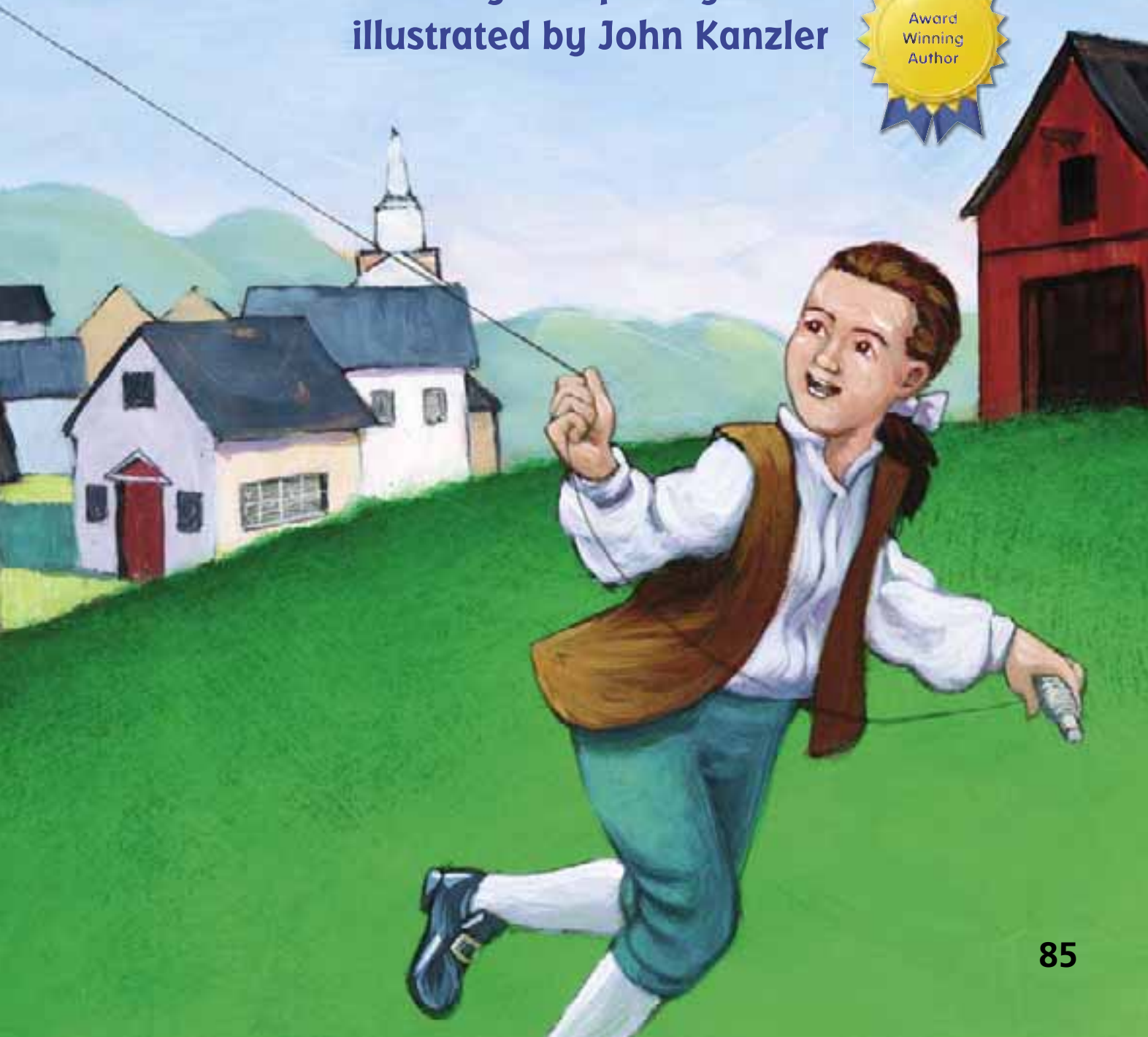
Read to Find Out

What makes Ben Franklin a great American?



Meet Ben Franklin

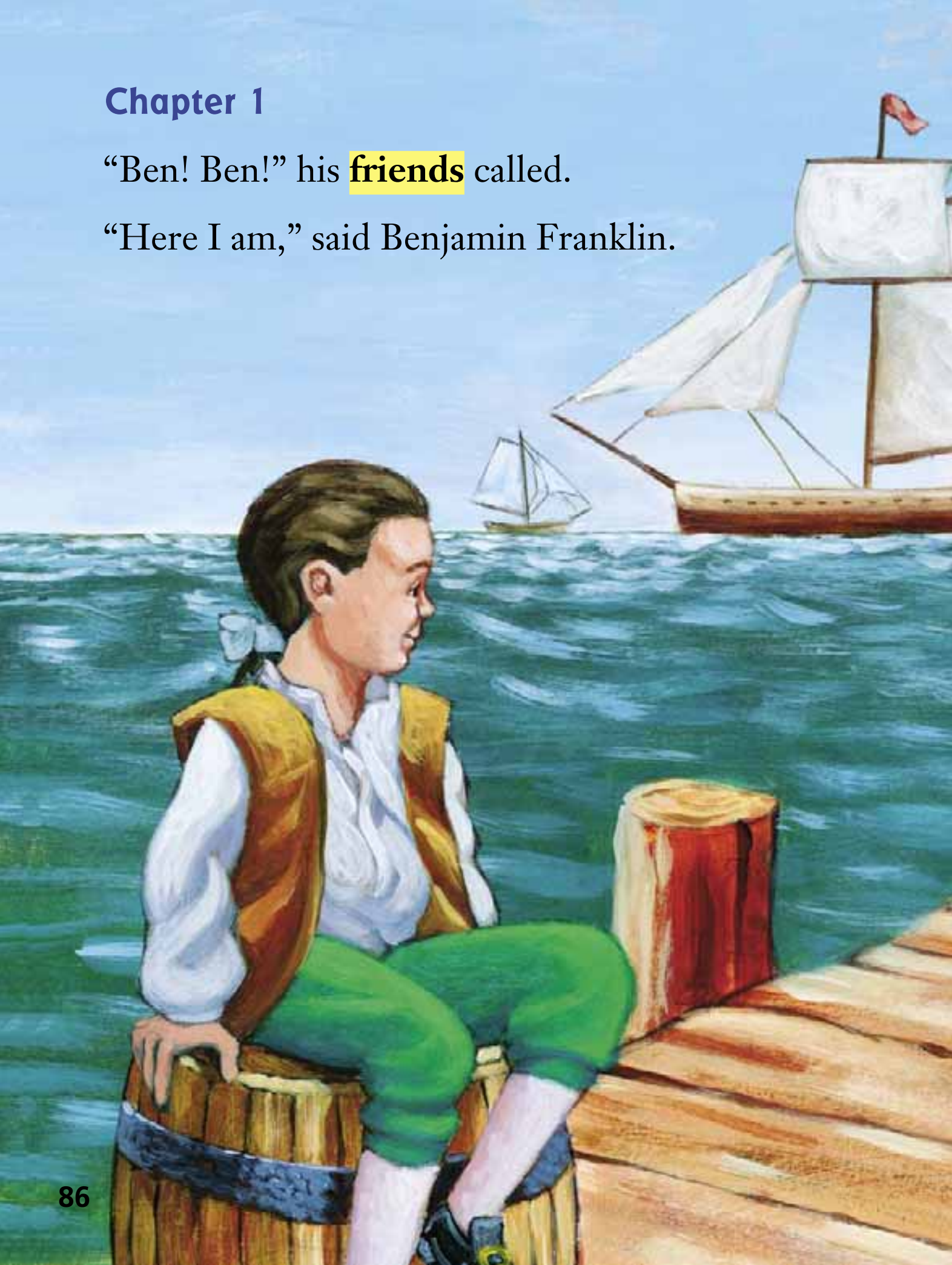
by Philip Dray
illustrated by John Kanzler



Chapter 1

“Ben! Ben!” his **friends** called.

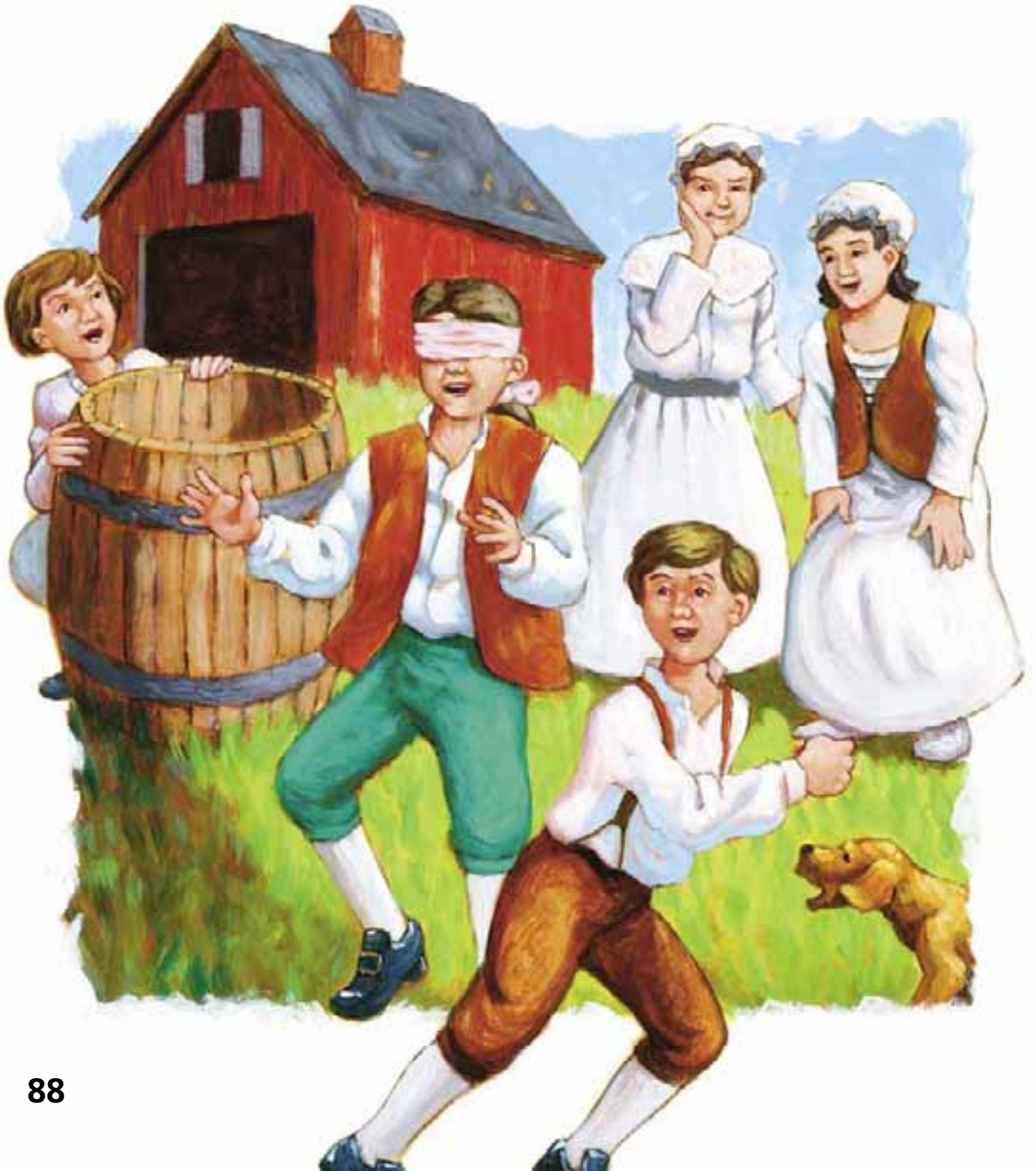
“Here I am,” said Benjamin Franklin.



Ben was sitting on the docks. He was looking at the big ships. He liked the way the wind filled the sails.



Ben Franklin lived long ago. He liked to do many things. He liked to read. He was good at telling jokes and playing games.





Ben was a **curious** boy. He liked to dream. And he liked to make things.

One day, Ben made a red kite.

“This kite will be like the sails on the big ships,” Ben said.



Soon after, Ben and his friends went for a swim. He had his new kite with him.

“What will you do with that?” his friends asked.

“You will see,” said Ben.



Ben ran with the kite. The wind lifted it. He jumped into the water and the kite pulled him.

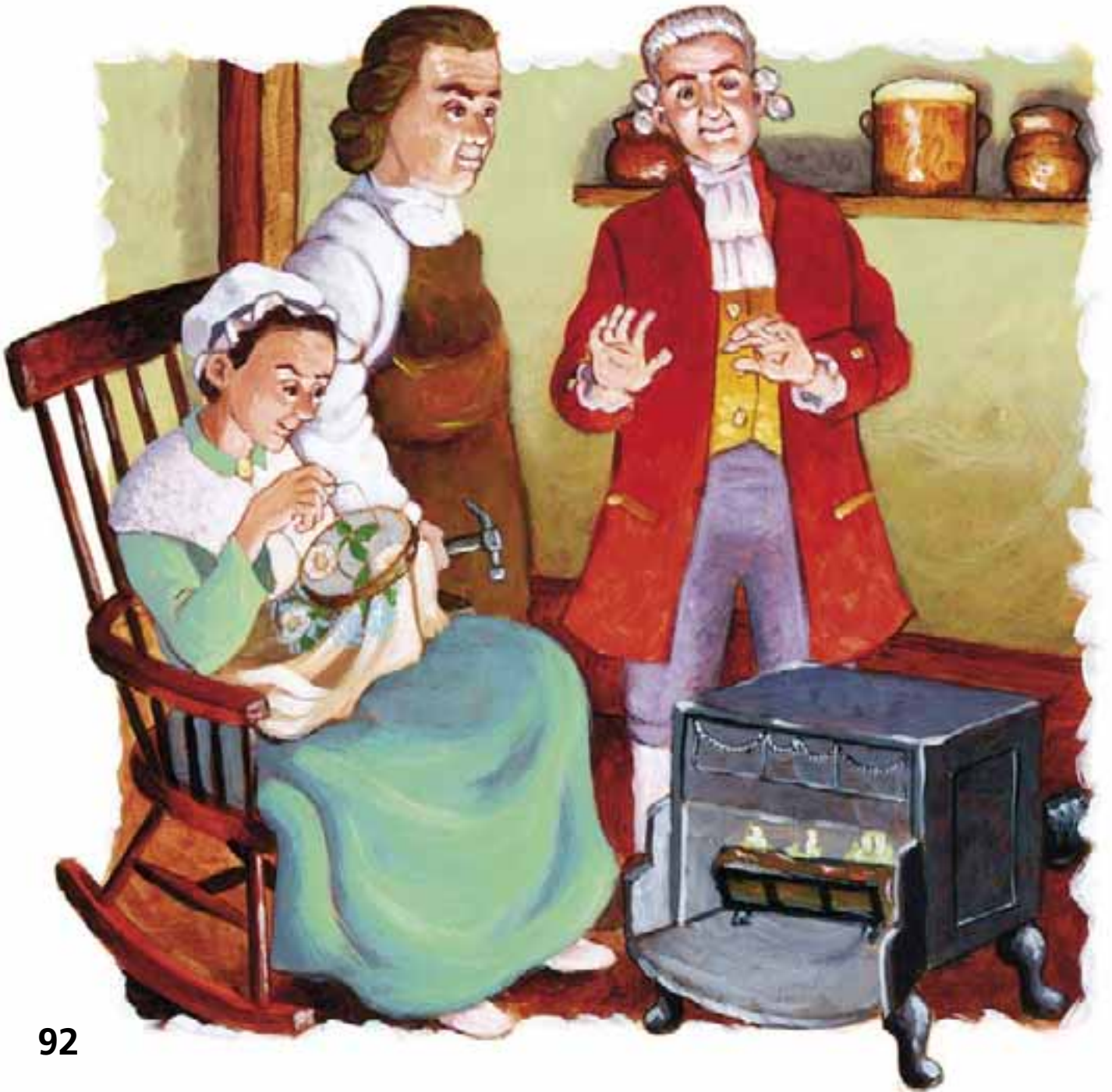
“Look at Ben go!” said his friends.

“How did Ben think of that?” they asked.

Chapter 2

Time went **by**. Ben grew up. He still liked to dream. He still liked to make things.

He made a new **kind** of stove. This new stove was little, but it gave off lots of heat.



Ben made a new kind of glasses. They helped people to see up close and **far** away.

“How did Ben think of that?” people asked.

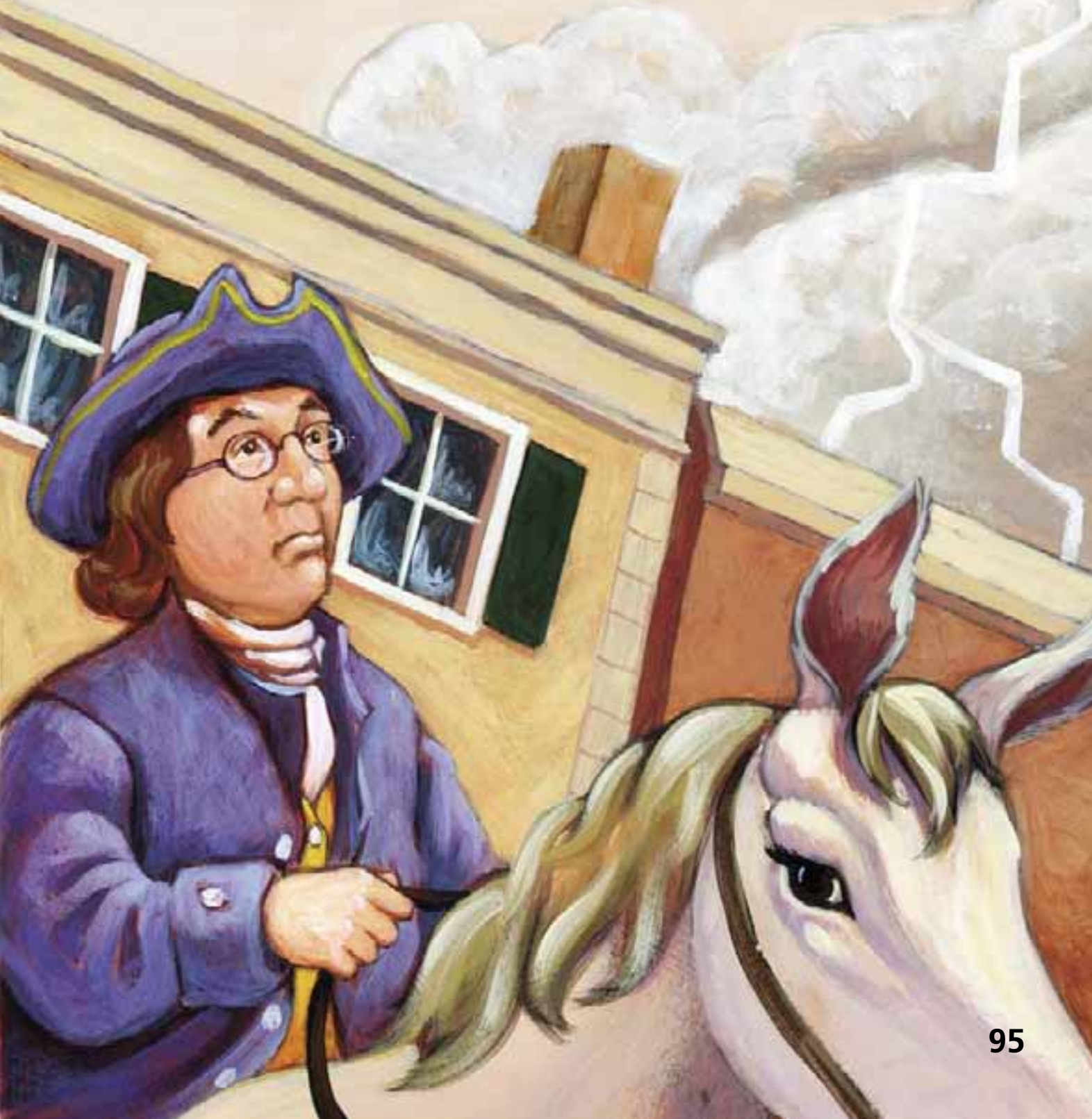




When Ben lived, people did not know much about electricity.

Ben was curious about it. He **knew** it could make sparks. He sometimes saw the sparks when he put his key into a lock.

One day it was raining. Ben looked at a flash of lightning. It looked like a big spark. He wanted to know if that flash was electricity.



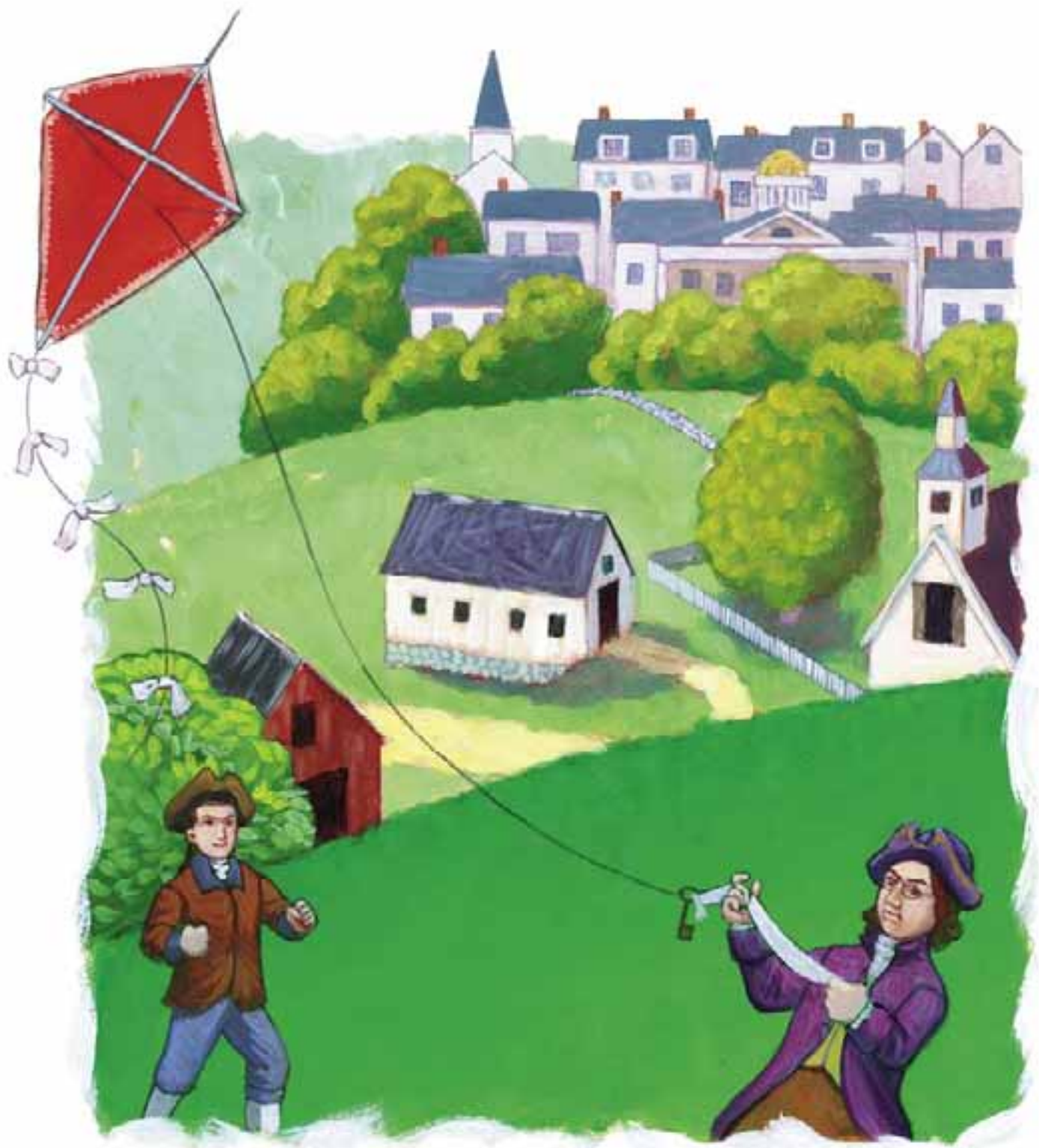
Chapter 3

“How can I find out if lightning is electricity?” Ben asked. “I can not go up in the sky.”

Ben had an **idea**. A kite had helped him long ago. A kite could help him again.

“I can not get up there,” he said. “But a kite can.”





The next time it looked like rain, Ben went out. He had a kite and an iron key. He sent the kite up.

Lightning flashed. Ben felt the kite string shake. He saw sparks of electricity jump off the key.

“This shows that lightning is electricity!” said Ben.

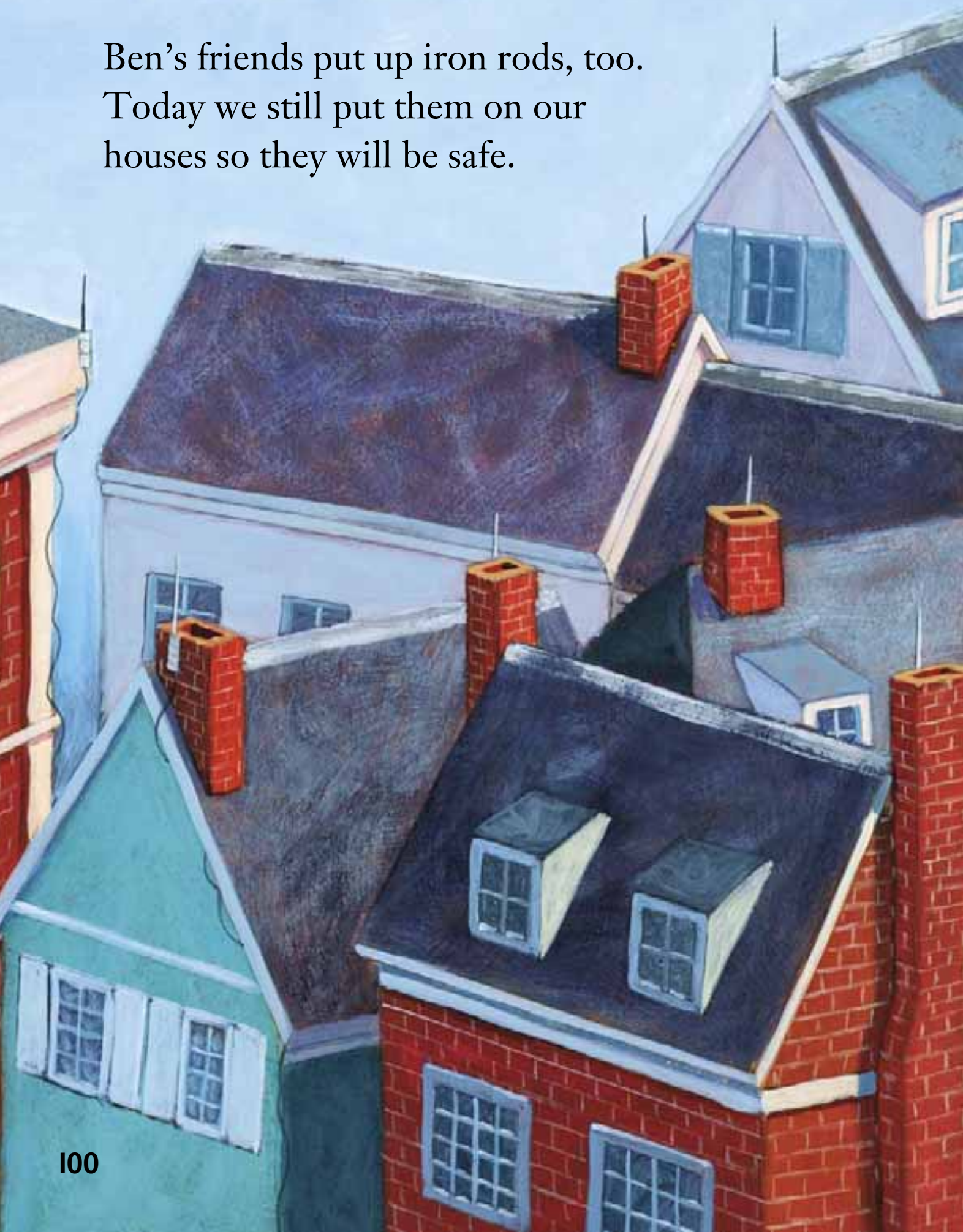


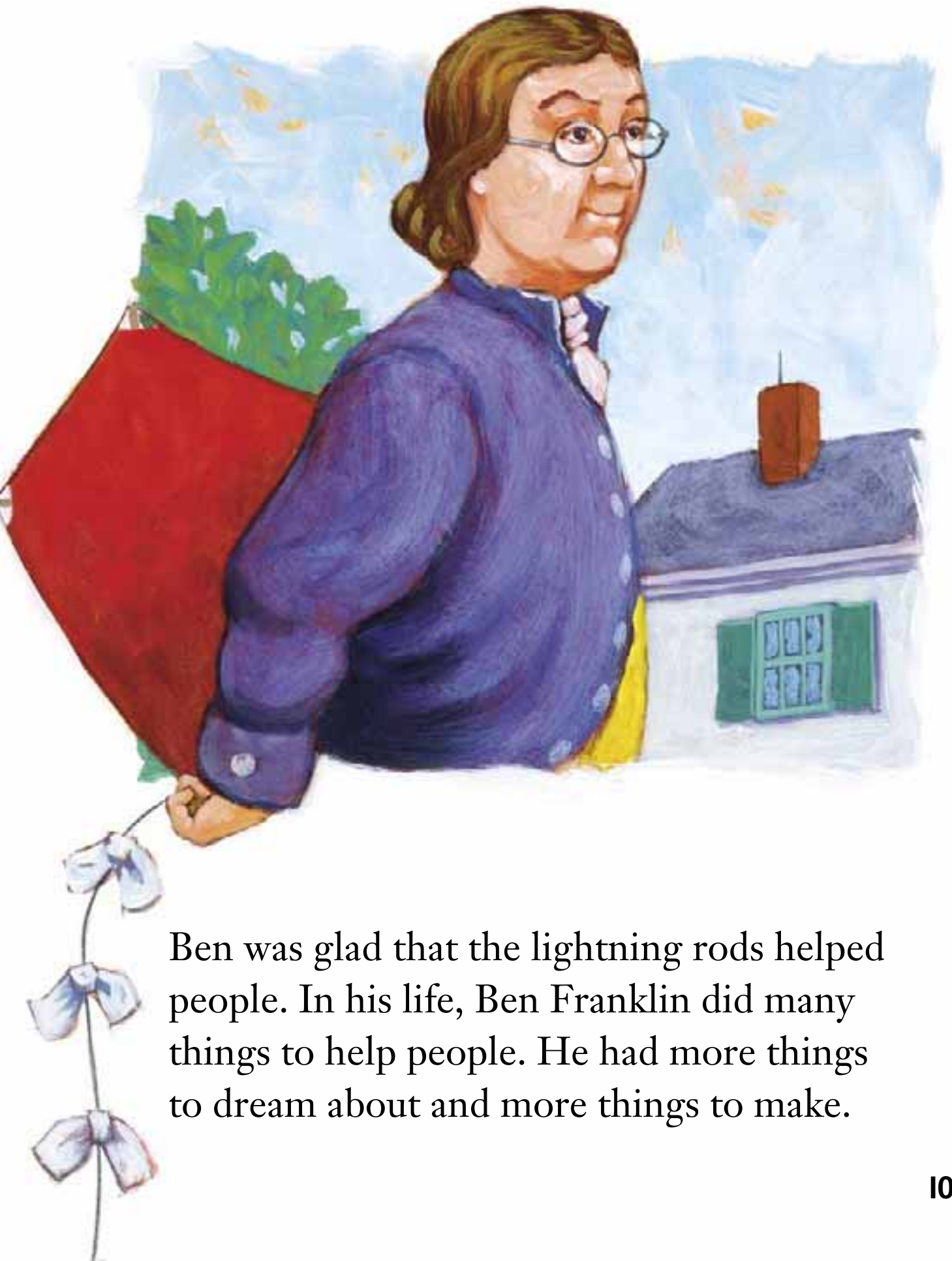


Ben had an idea. He knew that if lightning struck a **house**, it could catch on fire. He put an iron rod on top of his house.

“Lightning will strike the iron rod, but not my house,” Ben said. “The rod will keep my house safe.”

Ben's friends put up iron rods, too.
Today we still put them on our
houses so they will be safe.





Ben was glad that the lightning rods helped people. In his life, Ben Franklin did many things to help people. He had more things to dream about and more things to make.

Meet Philip Dray

Philip Dray says, “I write books about Americans who do brave things to make our country better. I wanted to tell the story of Ben Franklin and his kite because he had the courage to try something no one had ever tried before.”



Find out more about
Philip Dray at
www.macmillanmh.com



Author's Purpose

Philip Dray wanted to write a true story about Ben Franklin and his new ideas.

Write about one of Ben's inventions. Tell how it made life better.



Comprehension Check

Retell the Selection

Use the Retelling Cards to retell the selection.



Retelling Cards

Think and Compare



1. What kind of friend do you think Ben Franklin would be? Tell why.
2. What things in your home use electricity?
3. Why do you think Ben Franklin is a famous and honored American?
4. What did you learn to do in "Be Curious"? How is it like what Ben Franklin did?

Text Clues	What You Know	Inferences



Science

Genre

Nonfiction gives information about a topic.



Text Feature

Bold Print points out important words.

Content Words

scientists
microscope
photographs



Find out more about what scientists do at www.macmillanmh.com

A Close Look

How do **scientists** see little things up close? They look through a **microscope**. That makes little things look big.



Look at the **photograph** in the circle.
It was taken with a microscope.
It shows things you see every day.
Can you tell what it is?



This is **salt**. Now you can see the
shape of every grain.



This is **hair**. You have about 100,000 hairs on your head. Each hair has a hard coating.





This is a blade of **grass**.
Sharp edges help keep
away bugs.

What else would you like to see close up?
What do you think it would look like?

Connect and Compare

What could young Ben Franklin have done with
a microscope?

Write a Report

Writing

See and Saw

The verb **see** tells about now. The verb **saw** tells about the past.

Kevin wrote about one of Ben Franklin's inventions.



Ben invented a lightning rod.

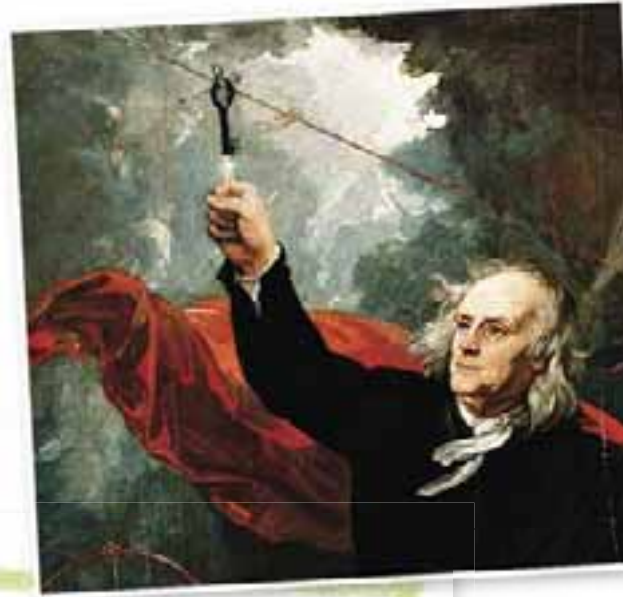
He saw lightning burn a house.

He put an iron rod on his roof.

Lightning struck it and not the house.

Your Turn

Find out about one of Ben Franklin's inventions.
Write a report about it.

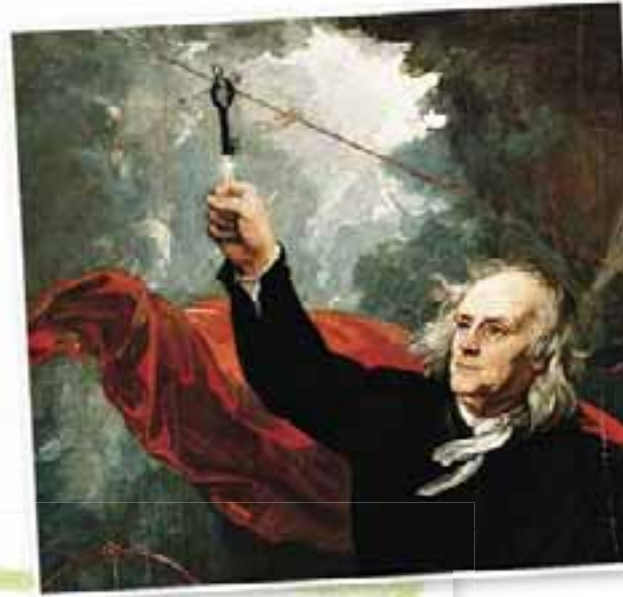


Writer's Checklist

- ☒ Did I tell what the invention was like?
- ☒ Did I use the verb *saw* to tell about the past?
- ☒ Does each statement end with a period?

Your Turn

Find out about one of Ben Franklin's inventions.
Write a report about it.

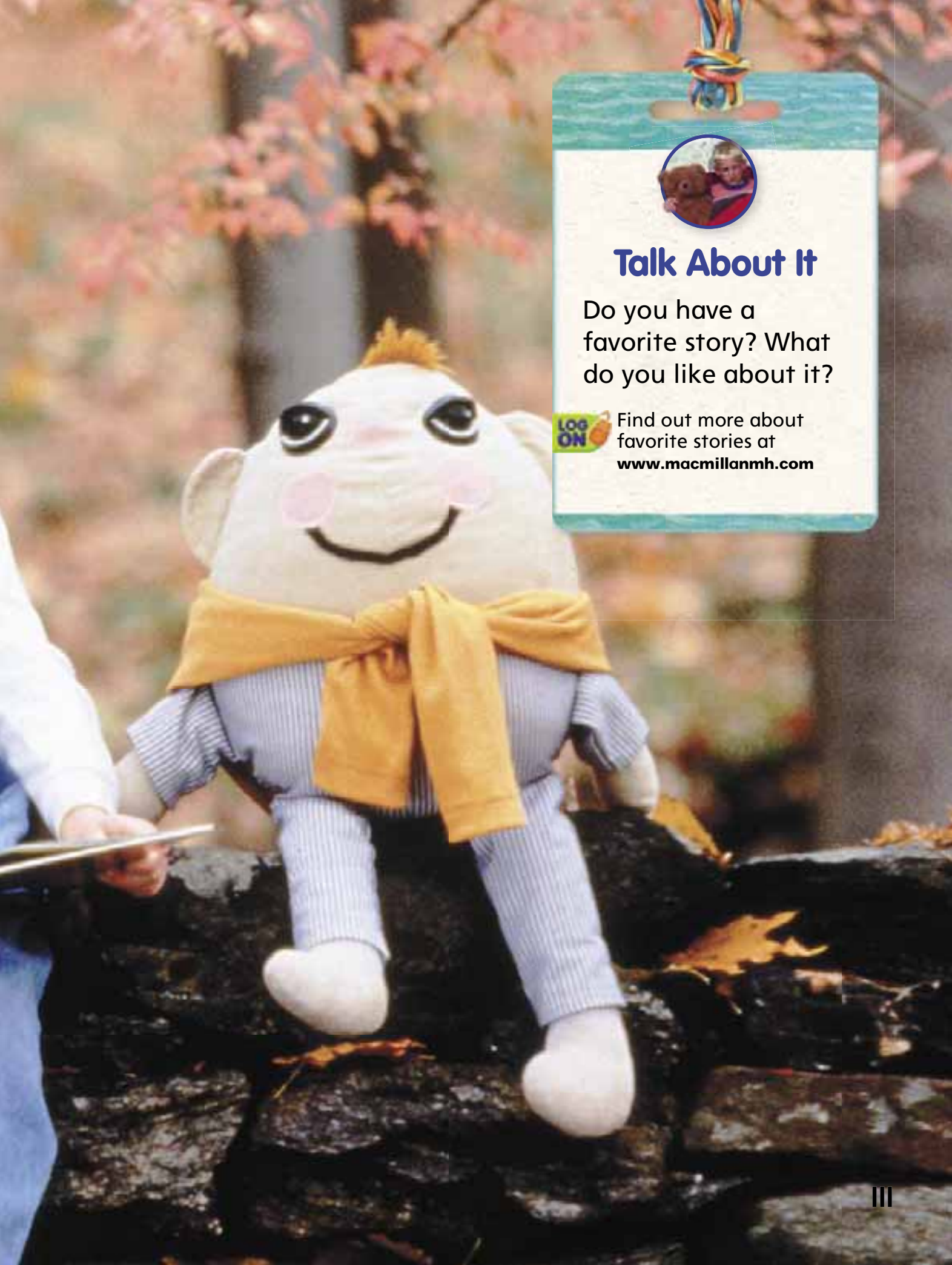


Writer's Checklist

- ☒ Did I tell what the invention was like?
- ☒ Did I use the verb *saw* to tell about the past?
- ☒ Does each statement end with a period?

Favorite Stories





Talk About It

Do you have a favorite story? What do you like about it?



Find out more about favorite stories at
www.macmillanmh.com

Words to Know

before
happen
began
told
heard
glared
haste
falls

hungry
silly



Read to Find Out

What happens to
the tree?



Have You Heard This Silly Tale?

One day, Hen saw a tree that wasn't there **before**. "How could this **happen**?" she asked.

Then the tree **began** to speak.

"Hello, Hen. I am a tree," it **told** her.

"I have not **heard** a tree speak before," said Hen. She **glared** at the tree.

The tree began to shake its branches with **haste**. One big branch **falls**. Now Hen could see that the tree was a big, hungry fox.

"Silly fox," said Hen. "You can't trick me!"



Comprehension

Genre

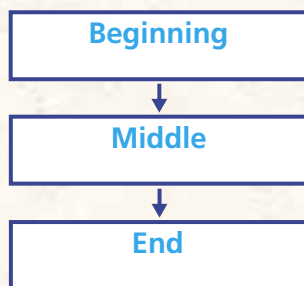
A **Folk Tale** is a story that has been told for many years in different ways.



Summarize

Beginning, Middle, and End

As you read, use your **Beginning, Middle, and End Chart**.



Read to Find Out

What happens to Little Rabbit in the folk tale?

Little Rabbit

A Tale from India



retold and illustrated
by Gerald McDermott





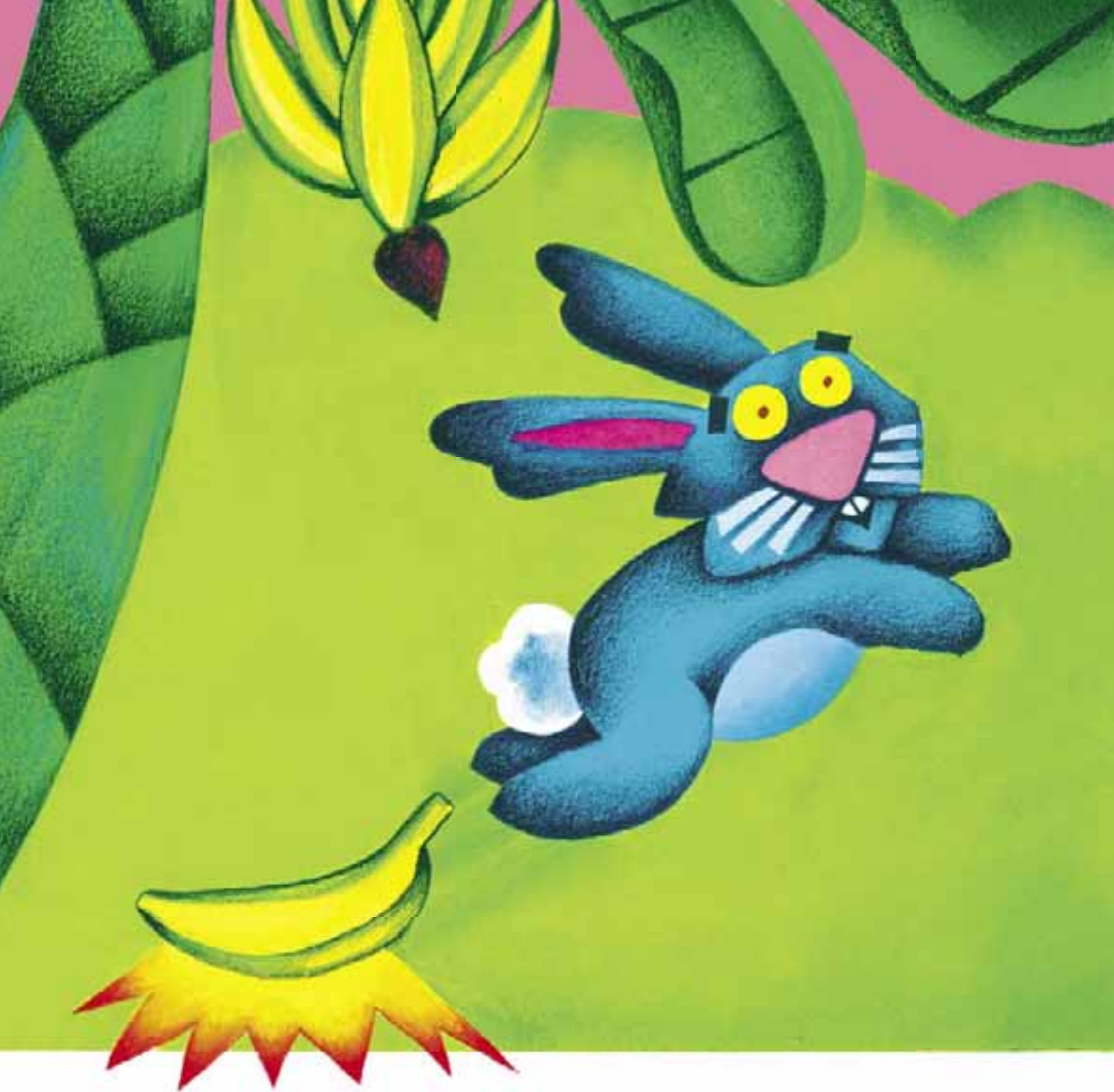
One sunny day long ago, Little Rabbit was resting in the forest. He was feeling dreamy.

“I’m so happy,” he said. “How good it is to be resting under this big, green tree.”

Then he **began** to think. “What if the forest **falls**? What will **happen** to me?”

Just then, a banana fell from the tree.





The banana landed with a big thump. Little Rabbit jumped up. He was upset.

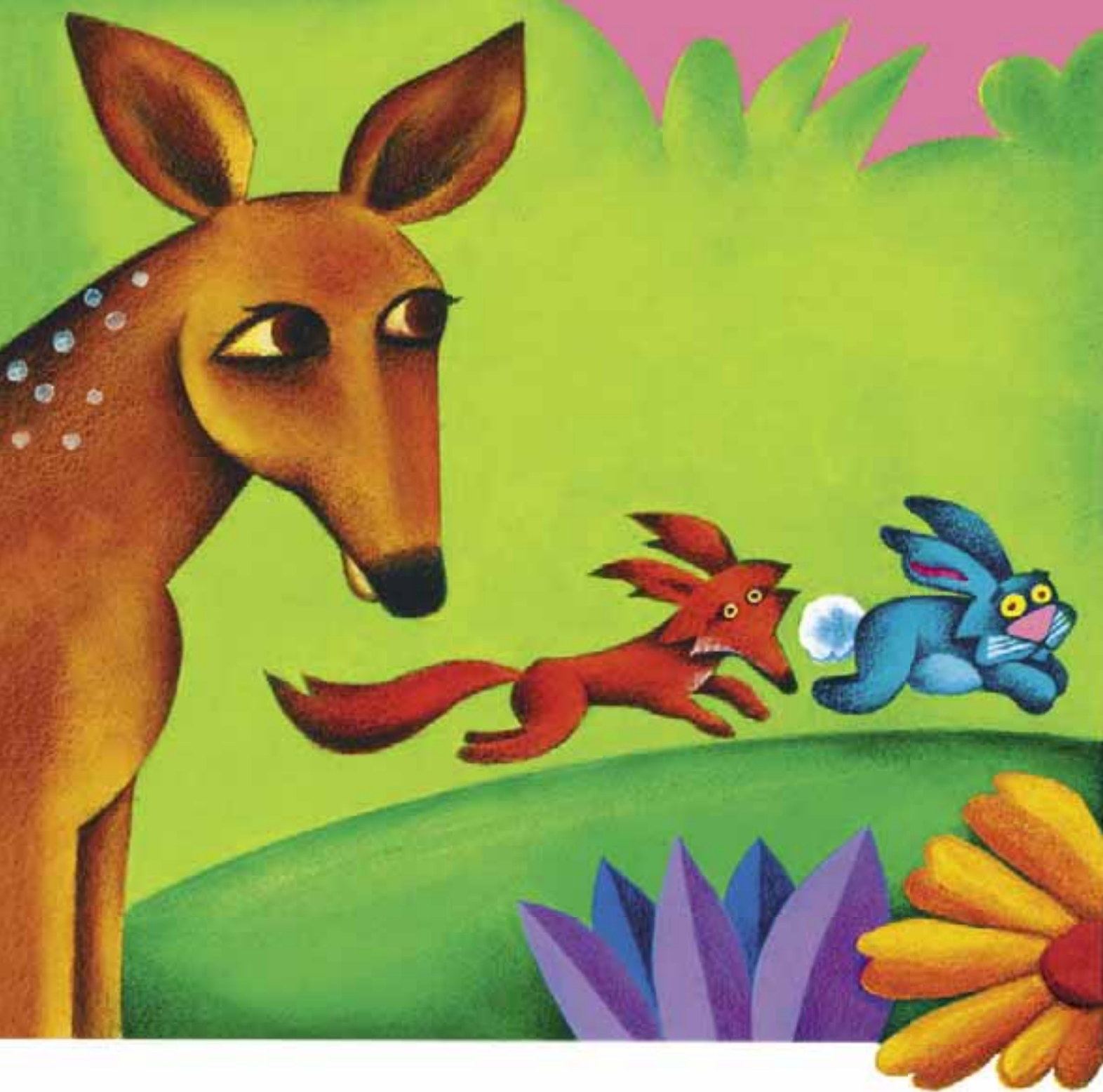
“Oh no! The forest is falling,” said Little Rabbit. Then he ran away.

Little Rabbit ran as fast as he could. He ran on and on. Fox saw him running.

Fox asked, “Why are you running so fast Little Rabbit?”

“The forest is falling!” Little Rabbit called.
“Let’s go!”





When Fox **heard** that, he was very upset.
He began to run as fast as he could. Little
Rabbit and Fox ran on and on.

Deer saw them running.

“Why are you running so fast?” asked Deer.

“The forest is falling!” said Fox. “Hurry up!”

When Deer heard that, she ran as fast as she could.





Little Rabbit, Fox, and Deer ran on and on.

Ox saw them running.

“Why are you running so fast?” asked Ox.

“The forest is falling!” said Deer. “Make **haste!**”

When Ox heard that, he ran as fast as he could.



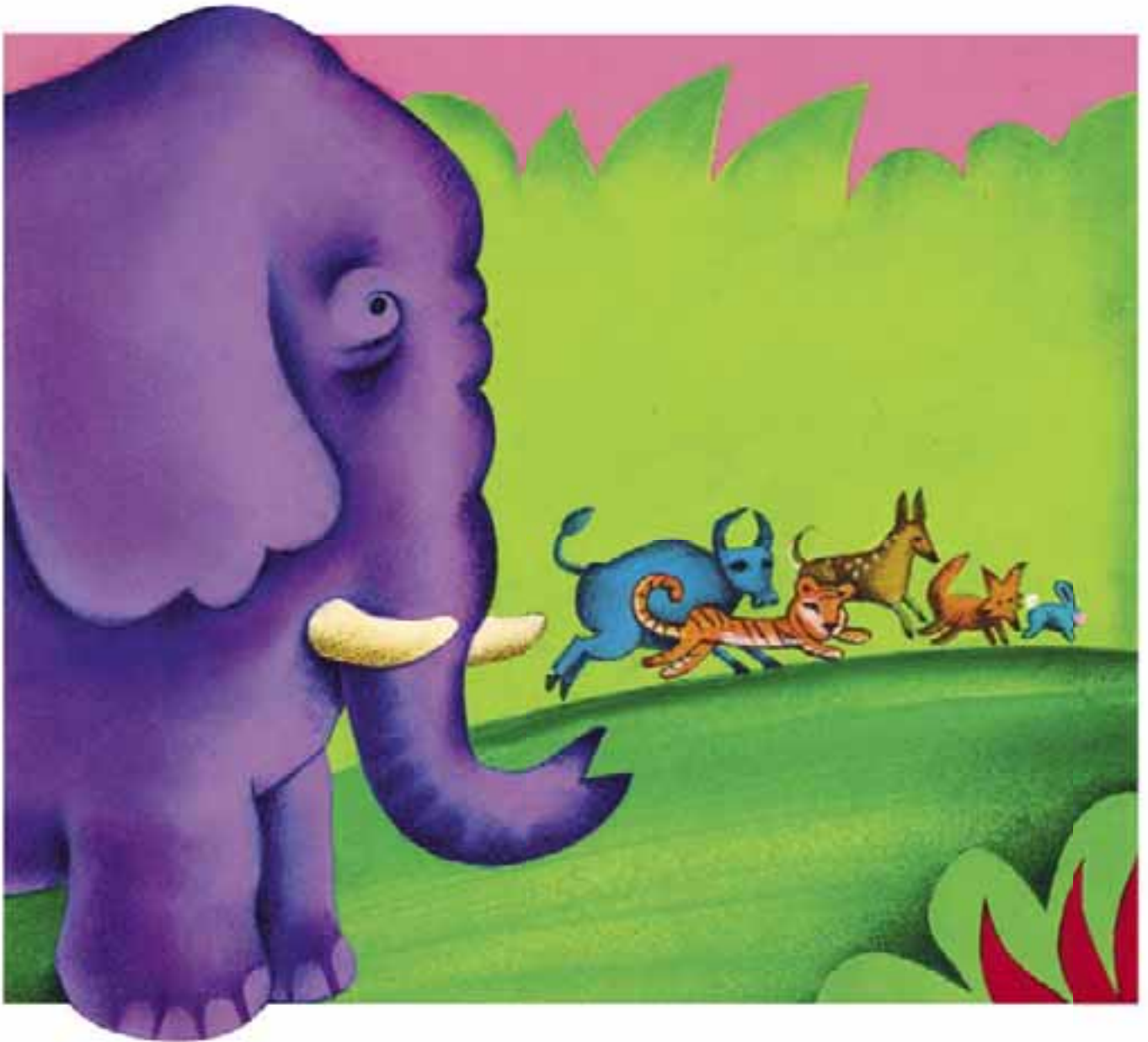
Little Rabbit, Fox, Deer, and Ox ran on and on.

Tiger saw them running.

“Why are you running so fast?” asked Tiger.

“The forest is falling!” said Ox. “Come on!”

When Tiger heard that, she ran as fast as she could.



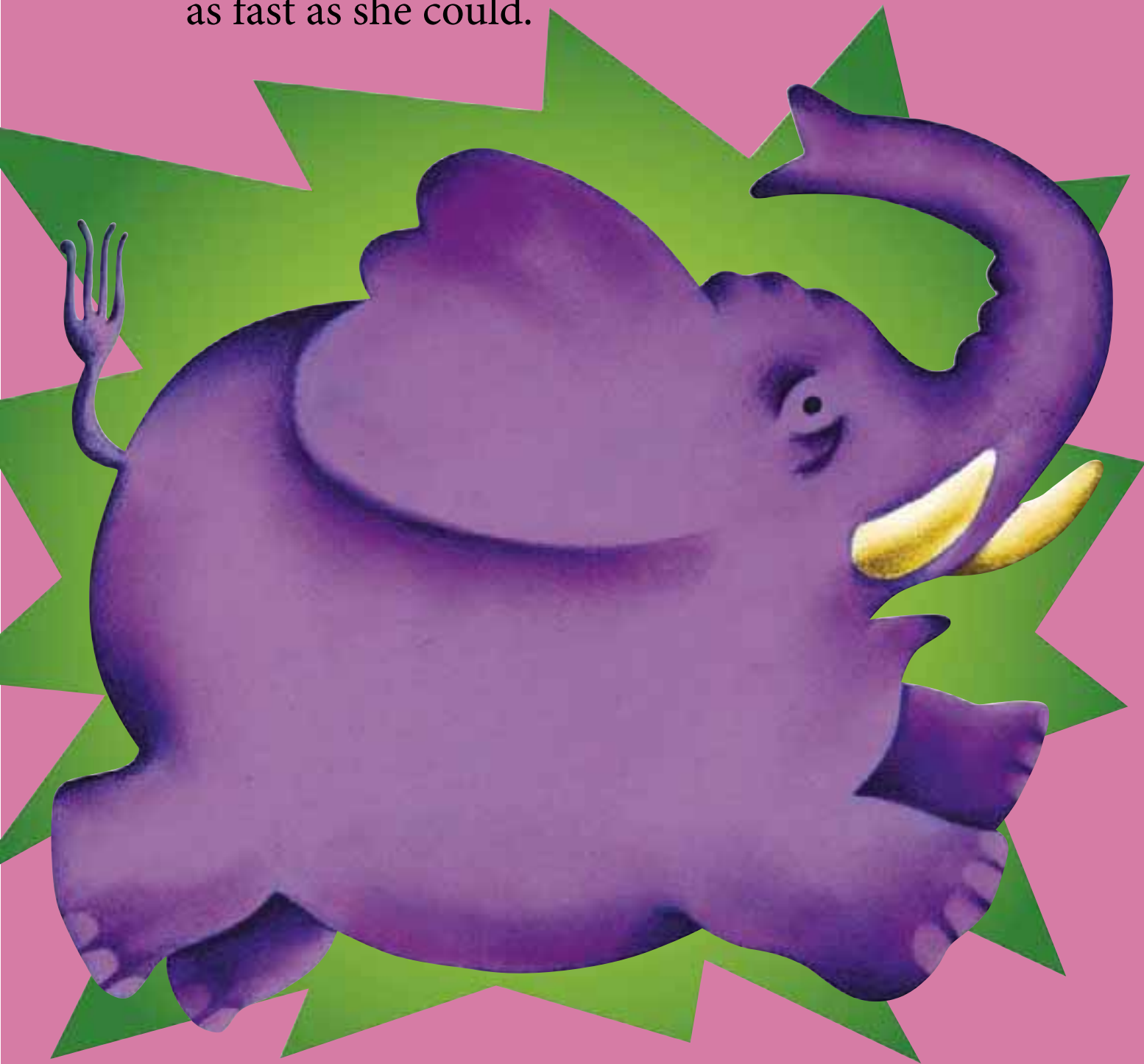
Little Rabbit, Fox, Deer, Ox, and Tiger ran on and on.

Elephant saw them running.

“Why are you running so fast?” asked Elephant.

“The forest is falling!” said Tiger. “Get going!”

When Elephant heard that, she ran
as fast as she could.



Stomp! Stomp!

The whole forest could hear her.



Now Little Rabbit, Fox, Deer, Ox, Tiger,
and Elephant ran.

As they ran they called out, “Run away!
Run away! The forest is falling!”



As they ran past Lion, he called to them.
“Stop! Why are you all running so fast?”
“The forest is falling!” said Elephant.
“Let’s move!”



“That is silly,” said Lion. “Who said that?”

“Tiger **told** me,” said Elephant.

“Ox told me,” said Tiger.

“Deer told me,” said Ox.

“Fox told me,” said Deer.

“Little Rabbit told me,” said Fox.

Lion **glared** down at Little Rabbit.

“Well,” said Little Rabbit, “I was sitting under a tree and heard a big thump.”

“Take me to that tree,” said Lion.





They all went back to see the tree.

“Look!” said Lion. “It was just a banana that made that big thump. Next time, look **before** you run!”

“Thank you, I will,” said Little Rabbit.

They were all sleepy, so they rested
under the big, green tree.

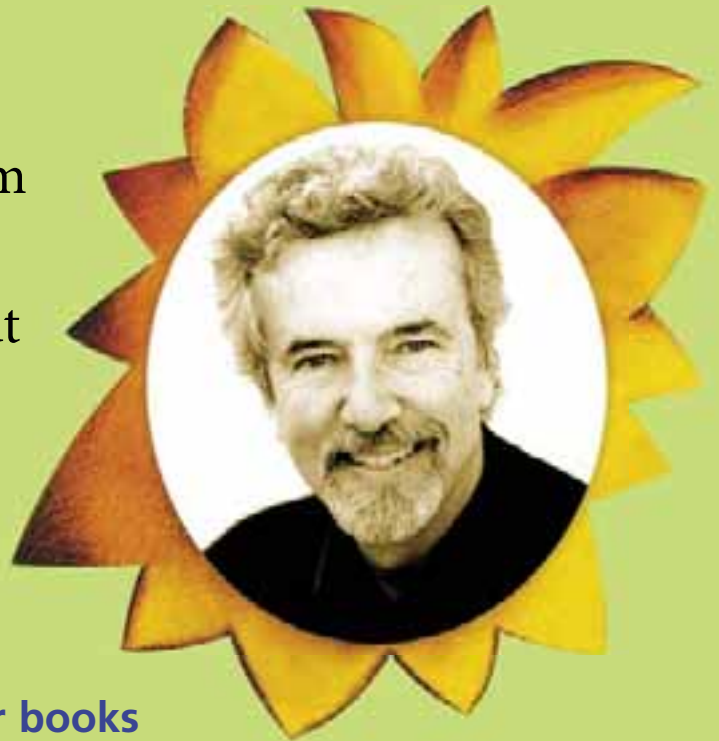
Little Rabbit stretched. “I’m so happy,”
he said.

Then he began to think ...



Gerald McDermott's Tale

Gerald McDermott retells and illustrates folk tales from countries around the world. Many of his stories are about animals that play tricks. He began to study art when he was just four years old! He likes to fill his pictures with bright colors.



Other books

by Gerald McDermott



Find out more about Gerald McDermott at www.macmillanmh.com



Author's Purpose

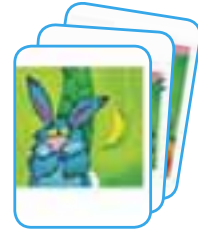
Gerald McDermott wanted to retell a folk tale. Write about one of your favorite stories. Tell the title. Explain who the main characters are and what they do.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.

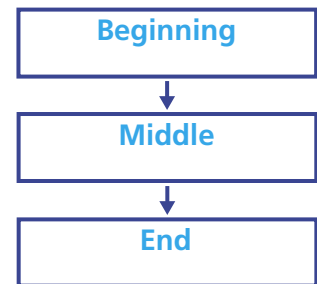


Retelling Cards

Think and Compare



1. What happens when Little Rabbit first rests under the tree?
2. Have you ever gotten a silly idea in your head like Little Rabbit did? What was it?
3. What lesson do Little Rabbit and the other animals learn? How can that lesson help people?
4. How are Little Rabbit and Hen in "Have You Heard This Silly Tale?" different?





Language Arts

Genre

A **Folk Tale** often teaches a lesson.

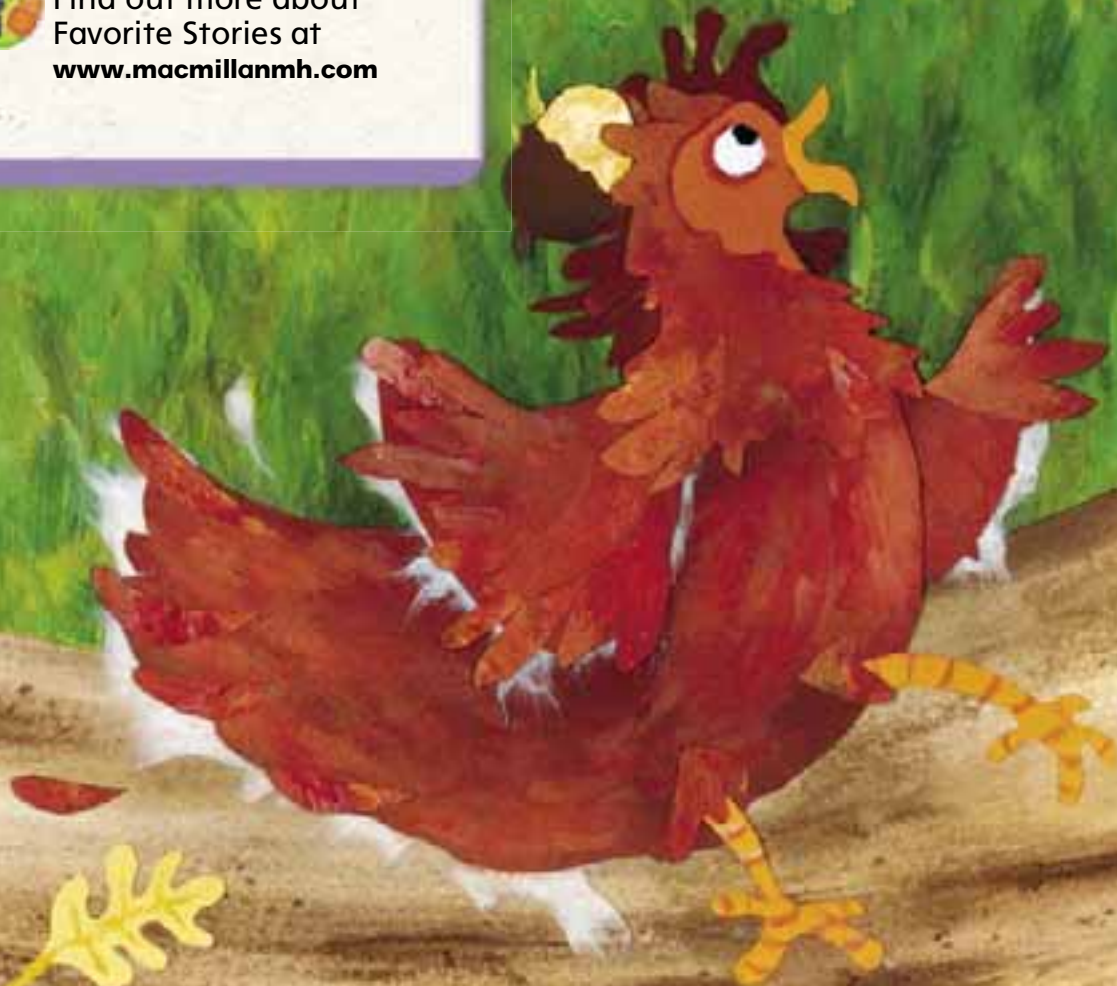
Literary Element

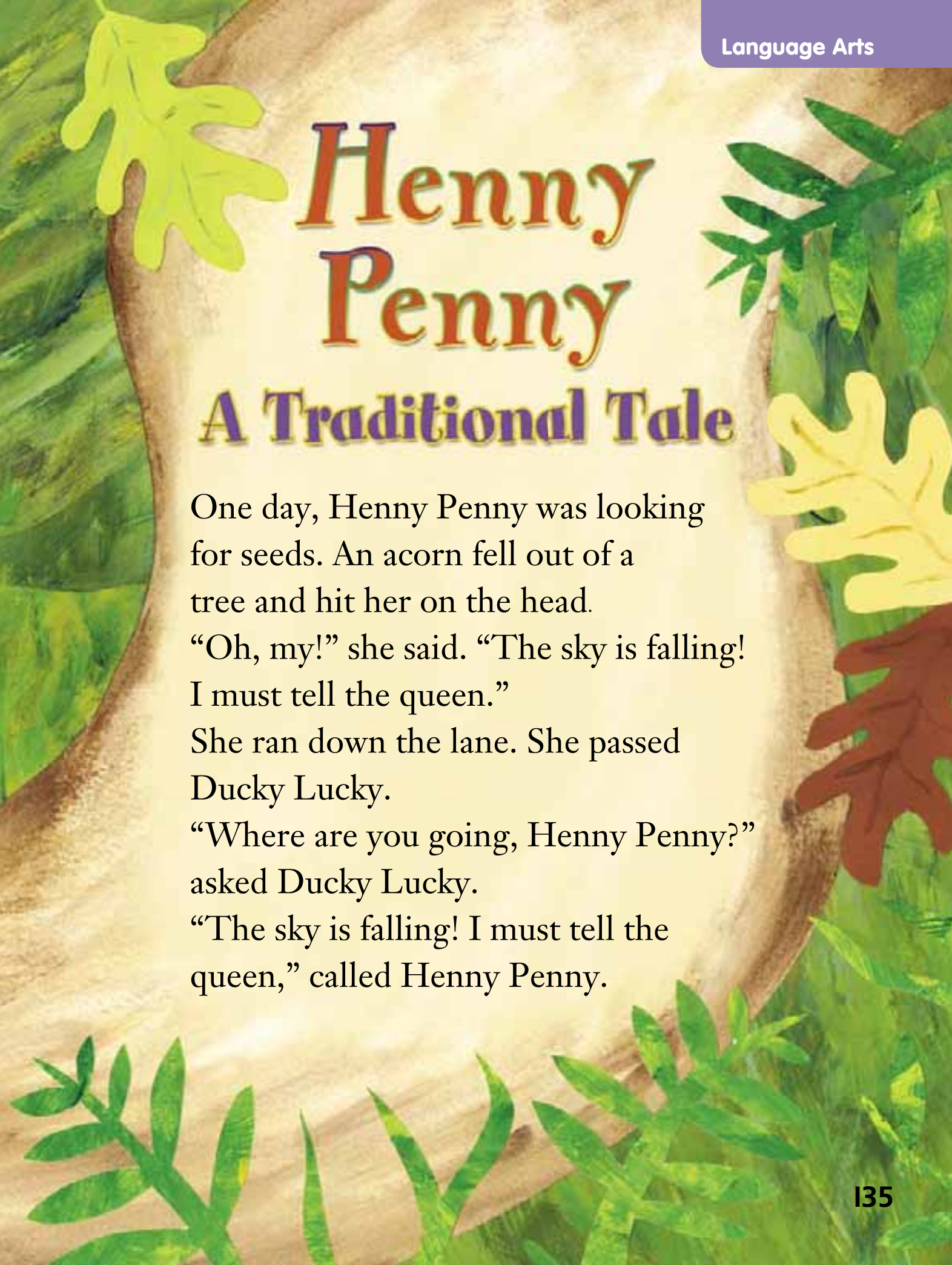


Repetition is the way some words or sentences in a story are used again and again.



Find out more about Favorite Stories at www.macmillanmh.com





Henny Penny

A Traditional Tale

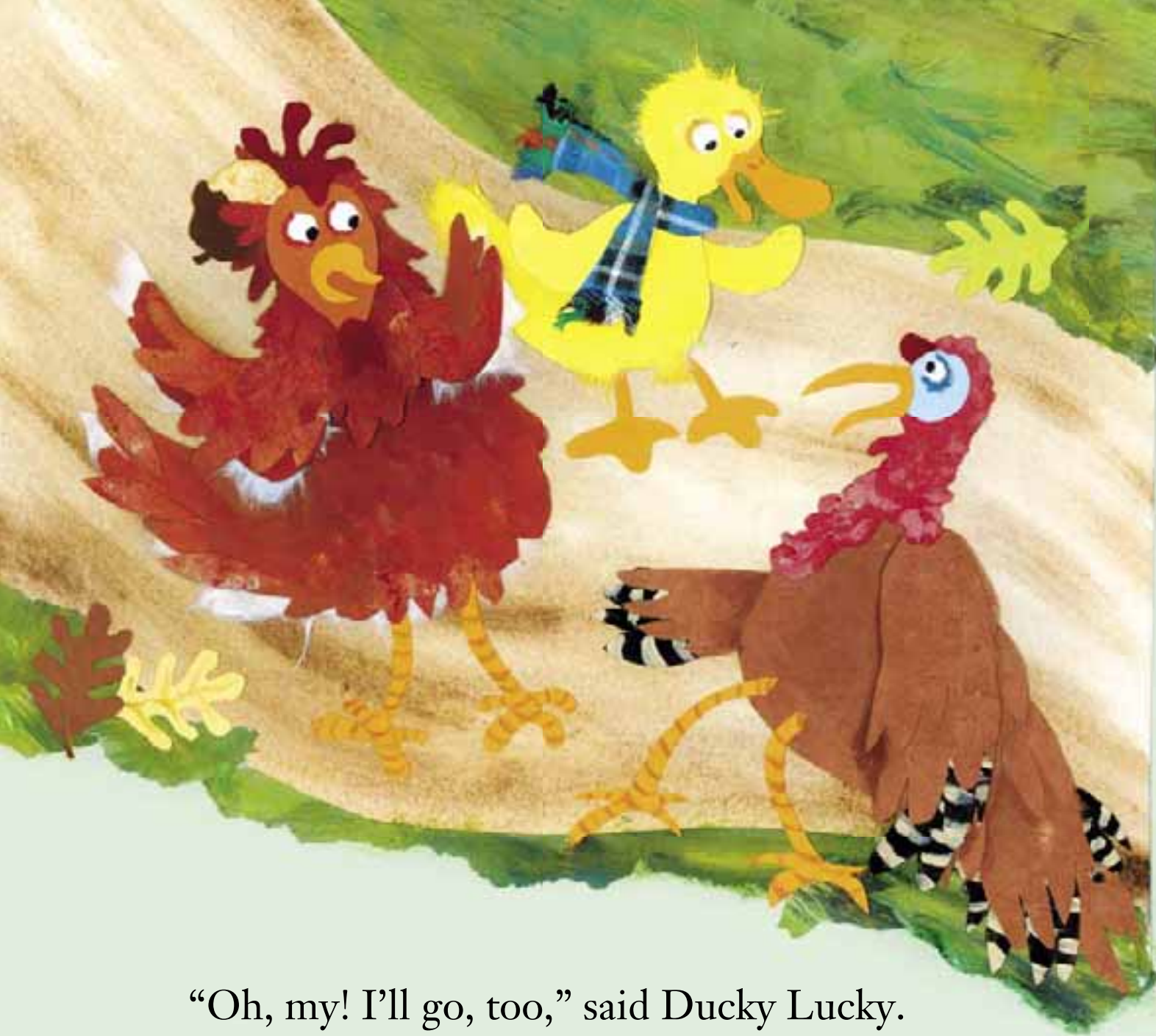
One day, Henny Penny was looking for seeds. An acorn fell out of a tree and hit her on the head.

“Oh, my!” she said. “The sky is falling! I must tell the queen.”

She ran down the lane. She passed Ducky Lucky.

“Where are you going, Henny Penny?” asked Ducky Lucky.

“The sky is falling! I must tell the queen,” called Henny Penny.



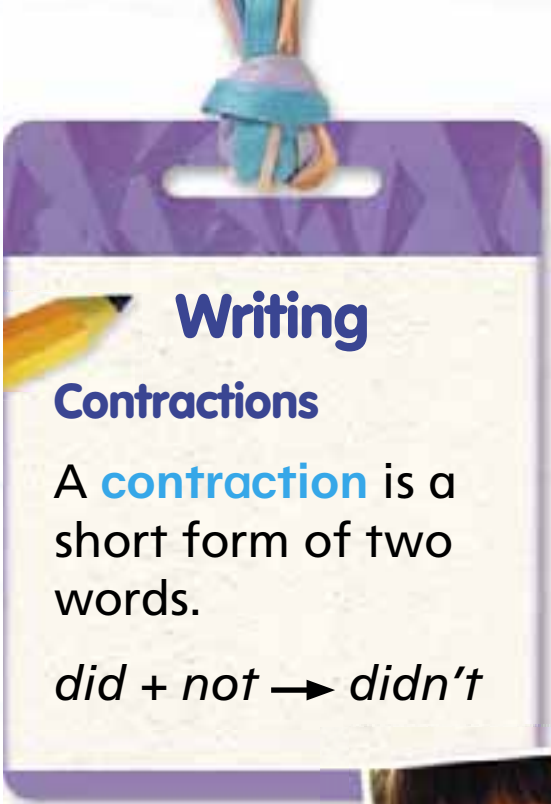
“Oh, my! I’ll go, too,” said Ducky Lucky.
The two passed Turkey Lurkey.
“Where are you going?” he asked them.
“The sky is falling! We must tell the
queen,” they called.
“Oh, my! I’ll go, too,” said Turkey Lurkey.

At last, the three saw the queen.
“The sky is falling!” said Henny Penny.
The queen picked up the acorn.
“It was just a little acorn,” she said.
“Only rain falls from the sky. Go home
and do not be afraid.”
And so the happy friends set out
for home.



Connect and Compare

How is “Henny Penny” like *Little Rabbit*? How is it different?



Writing

Contractions

A **contraction** is a short form of two words.

did + not → didn't

Write a Story

Chloe wrote about what Little Rabbit might do next.



Little Rabbit closed his eyes.

He didn't hear his friends.

He was scared so he opened

his eyes. All his friends were

asleep.

Your Turn

What do you think Little Rabbit might do next?

Write a story about it.



Writer's Checklist

- ☒ Did I use interesting words?
- ☒ Did I form **contractions** correctly?
- ☒ Did I use an apostrophe in place of an o in **contractions** with *not*?

Show What You Know



Review

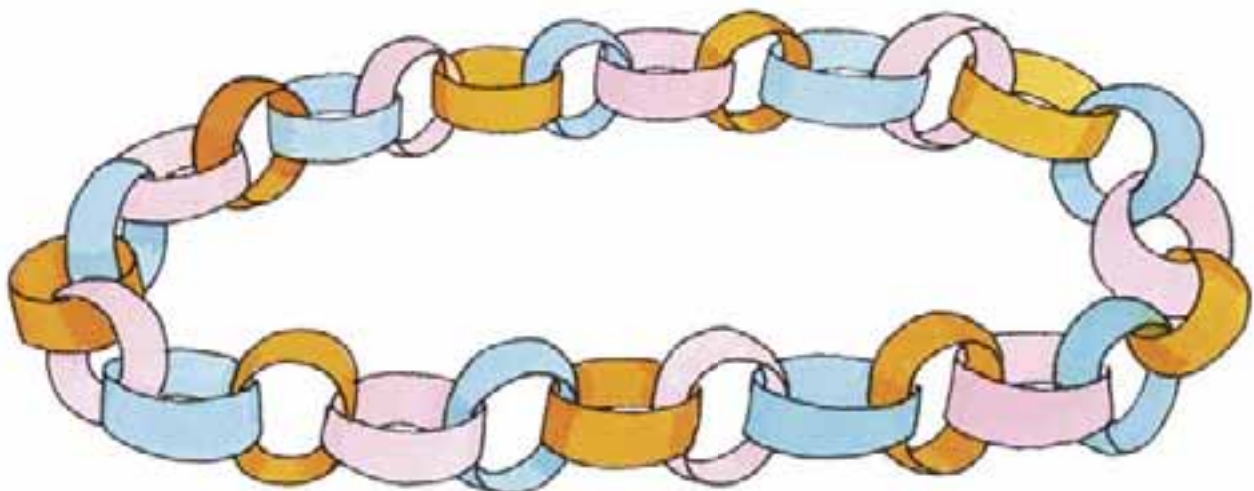
Think and Search

Look for the answer in more than one place.

How to Make a Paper Chain

Materials:

- colored paper
- scissors
- tape



Steps:

- 1 Cut the paper into strips.
- 2 Take one strip and tape the ends together to make a circle.
- 3 Take a new strip. Put it through the circle you made.
- 4 Tape the ends of that strip together.
- 5 Tape more strips to the chain. Now hang up your chain!



Tip

Look for the answer in more than one place.

Directions: Answer the questions.

1. Which one will you NOT need to make a paper chain?



2. What are the strips of paper used for?



to make circles



to make a picture



to write on

3. Why does Step 4 tell you to tape the strips?



to hang up your chain



to cover the holes in the paper



to make the circles in the chain



Writing Prompt

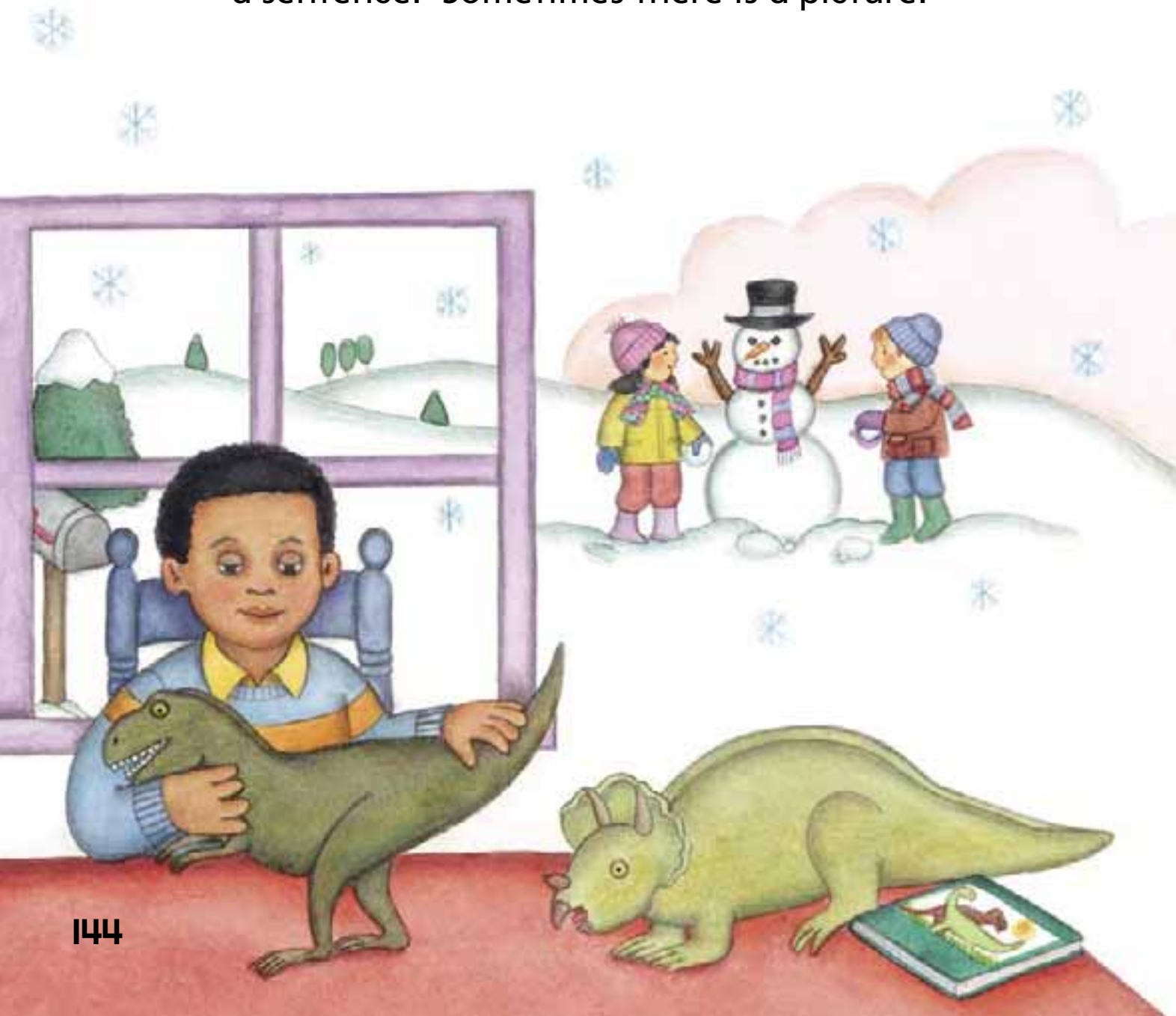
What kinds of things do you like to make?
Tell about something you made. Tell how you
made it. Write four sentences.



Glossary

What is a Glossary?

A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. Sometimes there is a picture.



Sample Entry

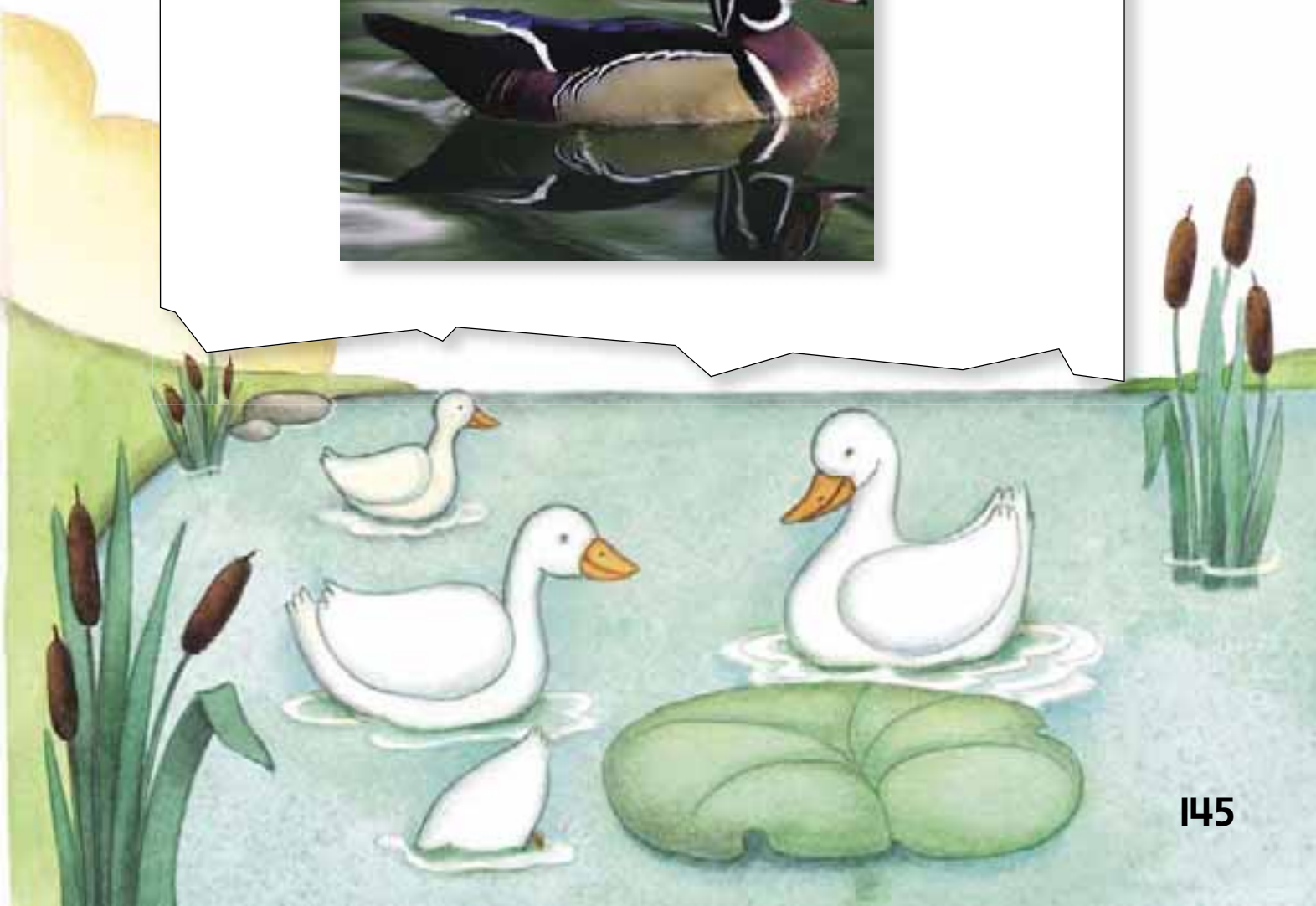
Letter

F f

Main Entry

floating

Sentence

The ducks were **floating** on the pond.

Aa

after

After we ate, Scott washed the dishes.



any

Is there **any** more milk?

Bb

before

I wash my hands **before** I eat.

began

School **began** when the bell rang.

by

We like to sit **by** the fire.

**Cc****cold**

Ice is very **cold**.

**creation**

June's best **creation** was made from old things.

curious

I am **curious** about dinosaurs.



Dd

done

I put the cap on the glue when I am **done**.

Ee

every

I brush my teeth after **every** meal.

extreme

A snowstorm is one kind of **extreme** weather.



Ff

falls

Rain **falls** from the sky.



far

We went on a trip **far** from home last summer.

find

I was late for school because I couldn't **find** my book.

floating

The duck is **floating** on the pond.



friends

My **friends** and I play soccer.

Gg

glared

The cat **glared** at the dog.



great

We had a **great** time at the park.

**Hh****happen**

What will **happen** if you only eat candy?

haste

When Ms. Morgan saw the spider, she left the room in **haste**.

heard

Have you **heard** the story about the three pigs?

house

I live in a red **house**.



Ii

idea

It's a good **idea** to wear your seat belt.

Kk

kind

What **kind** of pizza do you like?

knew

I **knew** how to write my name when I was five.

know

Do you **know** how to whistle?

Mm

microscope

Matt can see things up close with this **microscope**.



Nn

new

I love my **new** shoes.

Oo

old

This radio is very **old**.



opened

This crocodile **opened** his mouth wide.



Pp

photographs

Kit used her camera to take **photographs** of the flowers.

plastic

I have a **plastic** lunch box.



predict

The weather person may **predict** snow.

Rr

recycling

Recycling helps save Earth.

Ss

saw

I **saw** the sun set last night.

scientists

The **scientists** are working hard to discover new things.



soon

We will be in second grade **soon**.

sort

You can **sort** your crayons by color.

sound

Thunder makes a loud **sound**.

sparkled

The fireworks **sparkled** in the sky.



Tt

terrific

Cindy did a **terrific** job on her project.

their

My neighbors have **their** own swing set.

told

Ms. Dunne **told** us a story.

**Ww****warm**

My new jacket is **warm**.

**work**

We **work** hard in school.

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A Reading/Language Arts Program



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A Reading/Language Arts Program



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Hill** **Macmillan
McGraw-Hill**

Contributors

Time Magazine, Accelerated Reader



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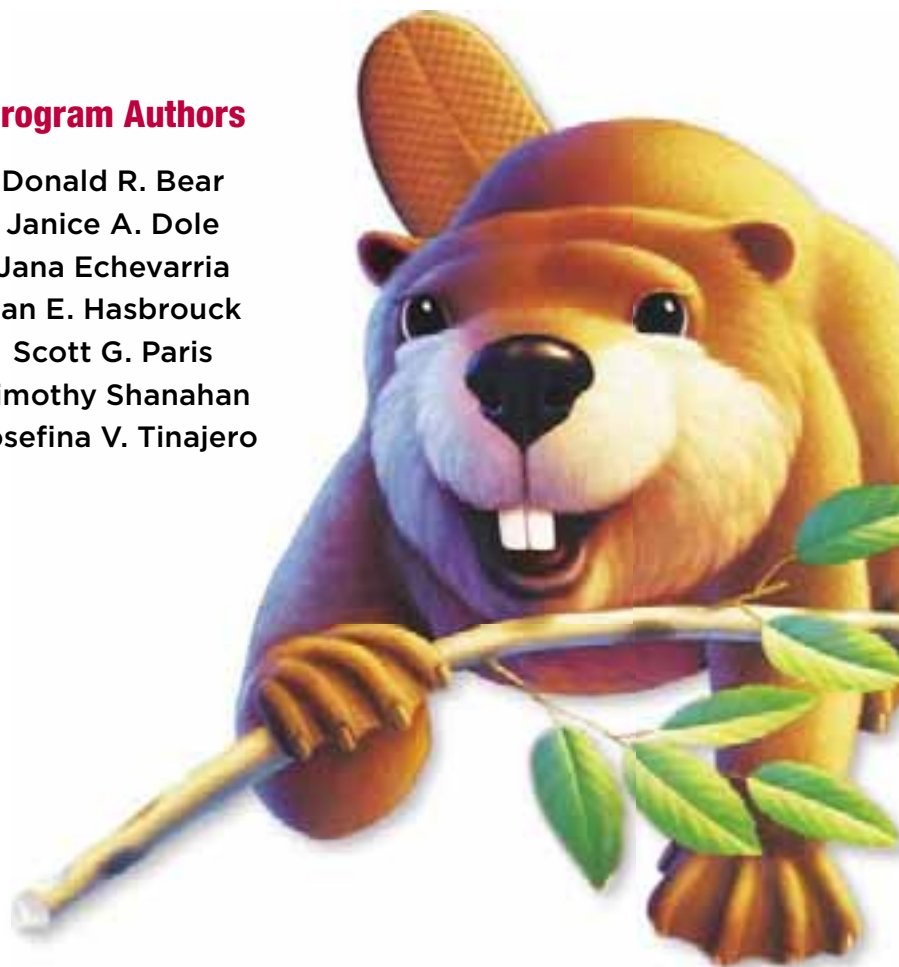
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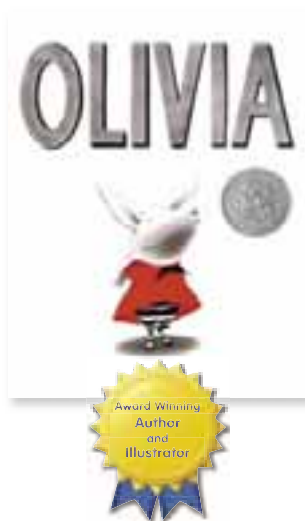
A Reading/Language Arts Program

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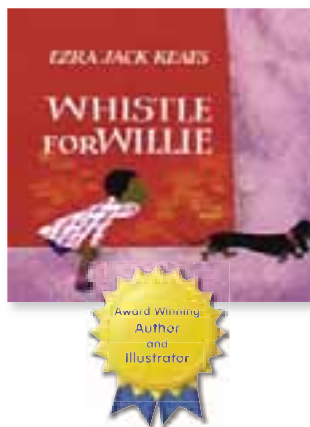
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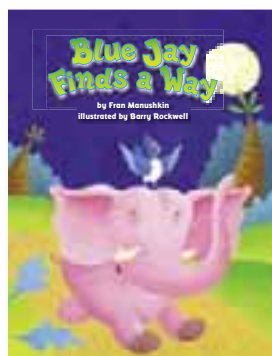
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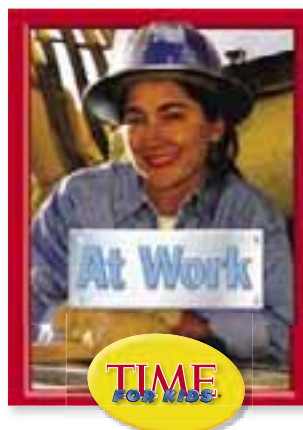
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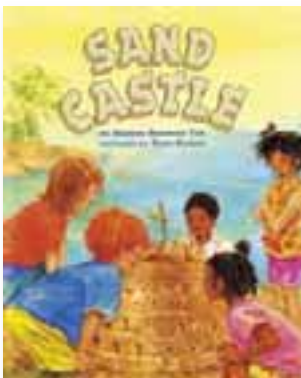
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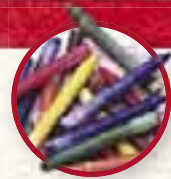


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Talk About It

What kind of art do you like to make? How do you make it?



Find out more about expressing yourself at www.macmillanmh.com

Express Yourself

Words to Know

always
mother
father
try
firm
supposed
love

Joan
both



Read to Find Out

How is Joan's
bedtime like your
bedtime?





We Love Joan

Joan **always** stays up late.
She likes to sing songs that
she makes up. Her **mother**
and **father try** to get her
to sleep.

"We must be **firm** with her,"
they both say. "She is **supposed**
to go to bed."

"Joan," says Mother, "No more
songs. You must go to bed."

"We **love** you," say Mother
and Father.

"I love you too," sings Joan.

Then she went to sleep.

Comprehension

Genre

A **Fantasy** is a made-up story that could not really happen.



Visualize

Fantasy and Reality

As you read, use your **Fantasy and Reality Chart**.

What Happens	Why It Could Not Happen In Real Life
1	1
2	2
3	3

Read to Find Out

What kind of pig is Olivia?



OLIVIA

written and illustrated by Ian Falconer





This is Olivia.
She is good at lots of things.

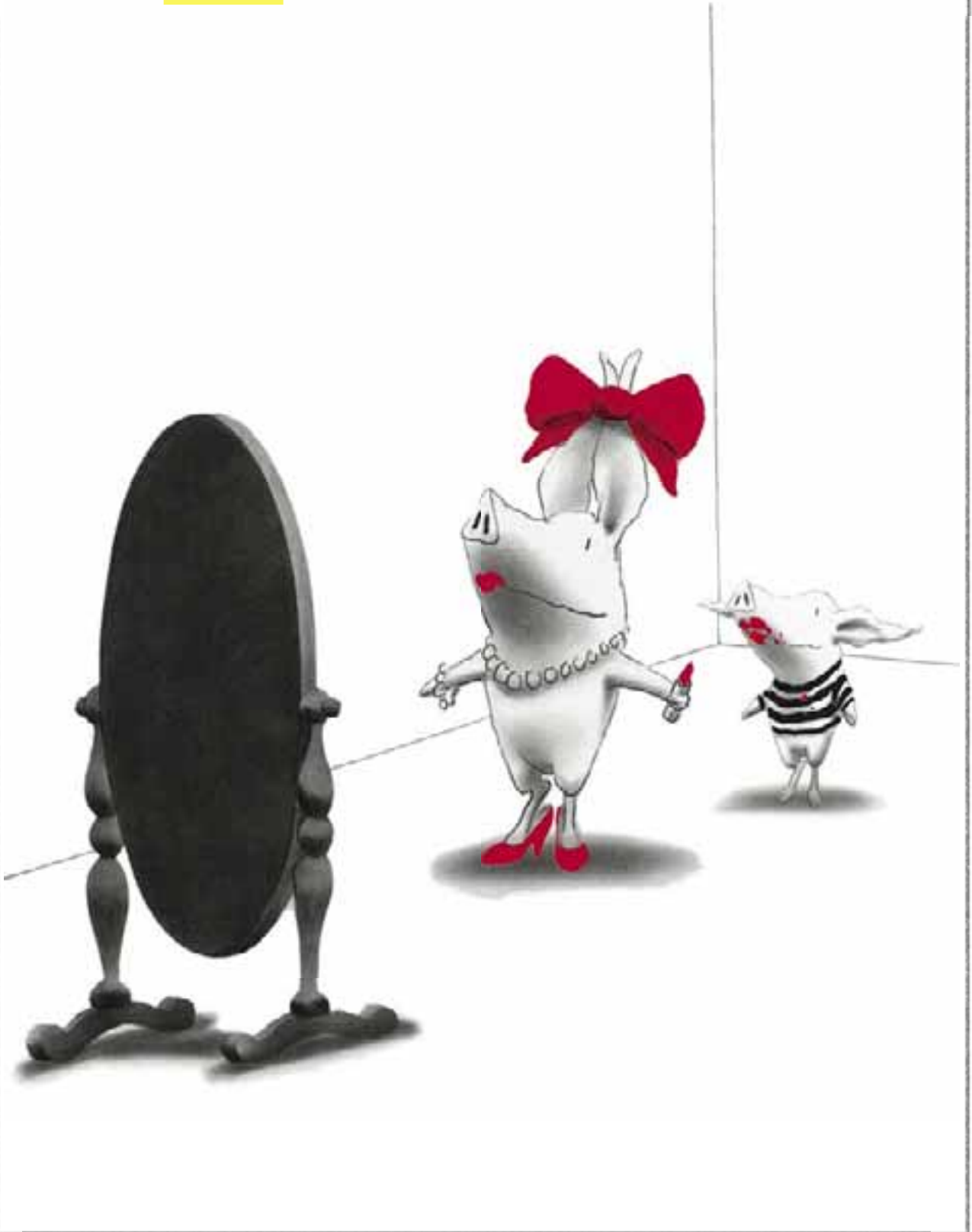
She is *very* good at wearing people out.

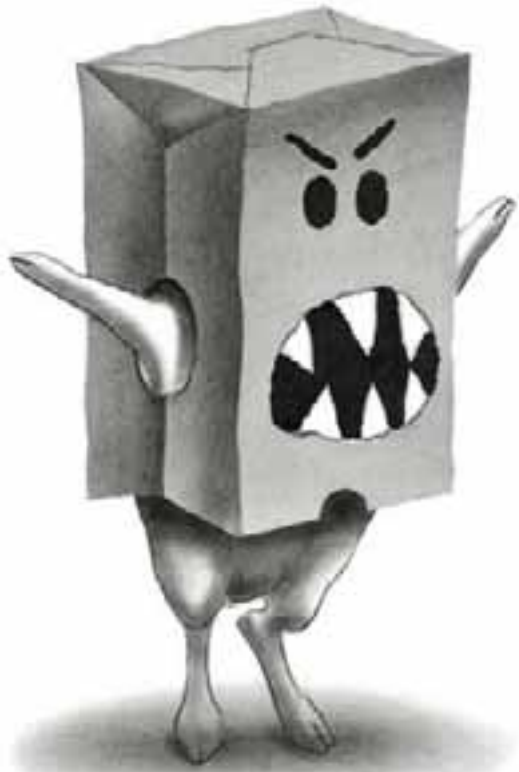


She even wears herself out.



Olivia has a little brother named Ian.
He's **always** copying.





Sometimes Ian just won't leave her alone,
so Olivia has to be **firm**.

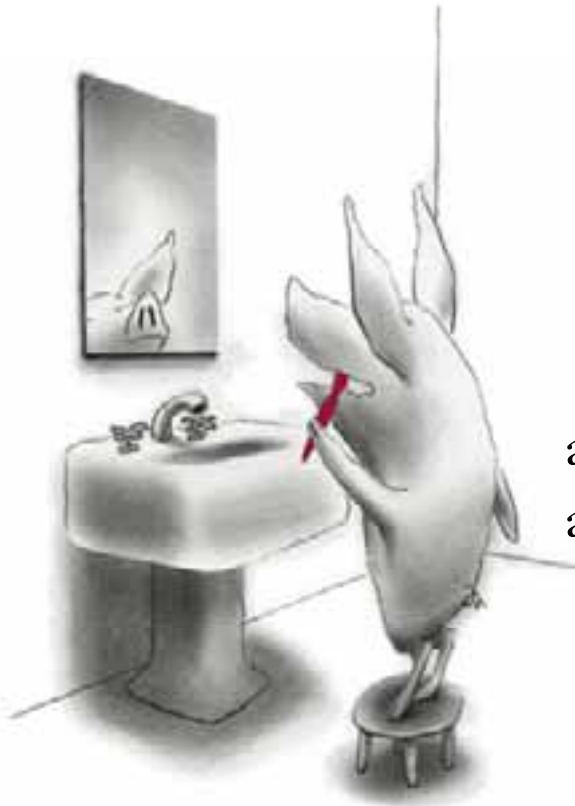
Olivia lives with her **mother**, her **father**,
her brother, her dog, Perry,



and Edwin, the cat.



In the morning, after she gets up,
and moves the cat,



and brushes her teeth,
and combs her ears,

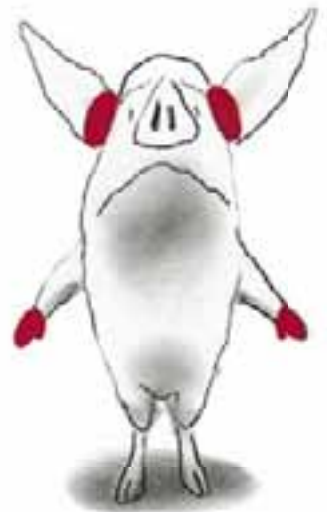


and moves the cat,



Olivia gets dressed.

She has to **try** on everything.



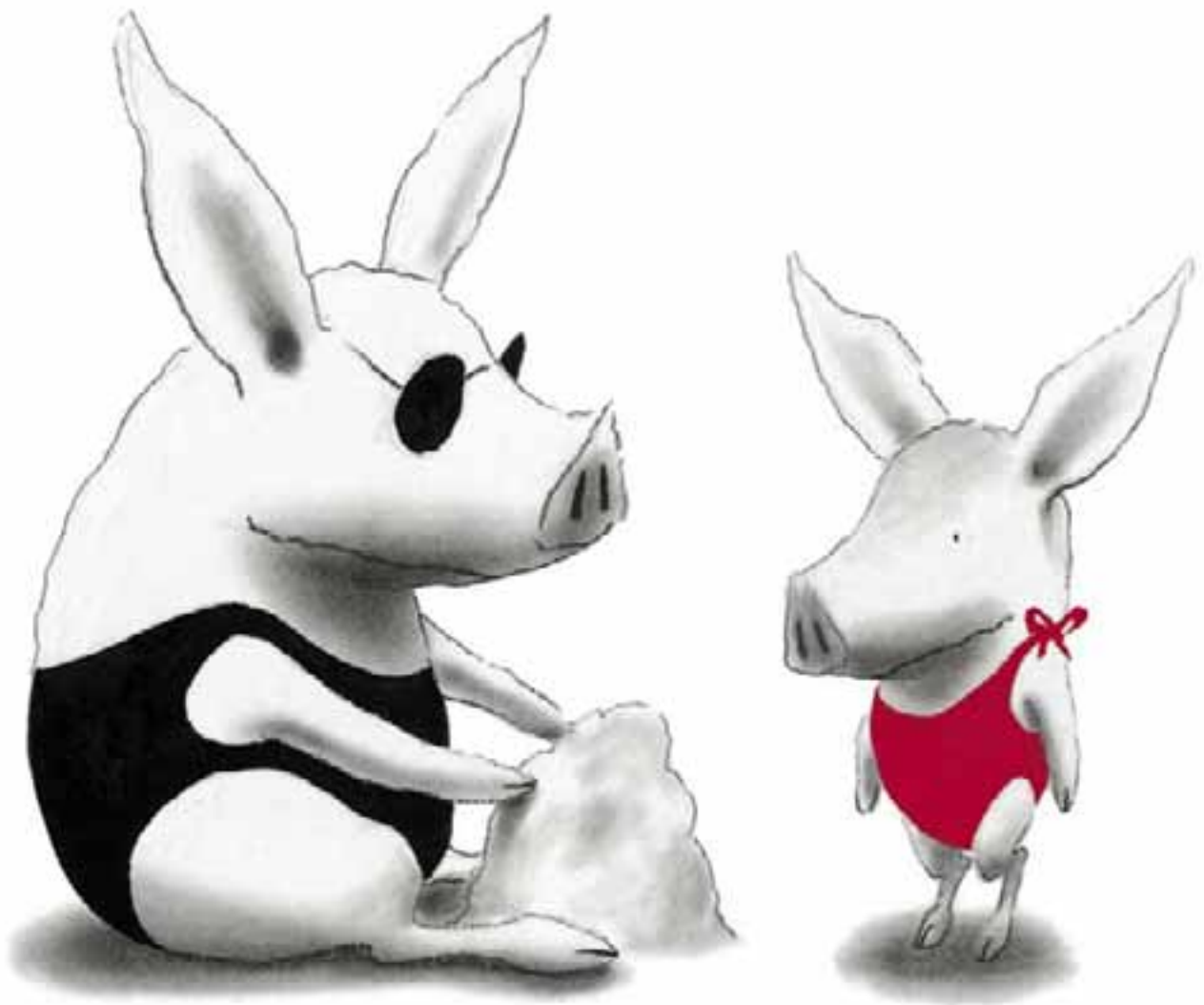


On sunny days, Olivia likes to go to the beach.

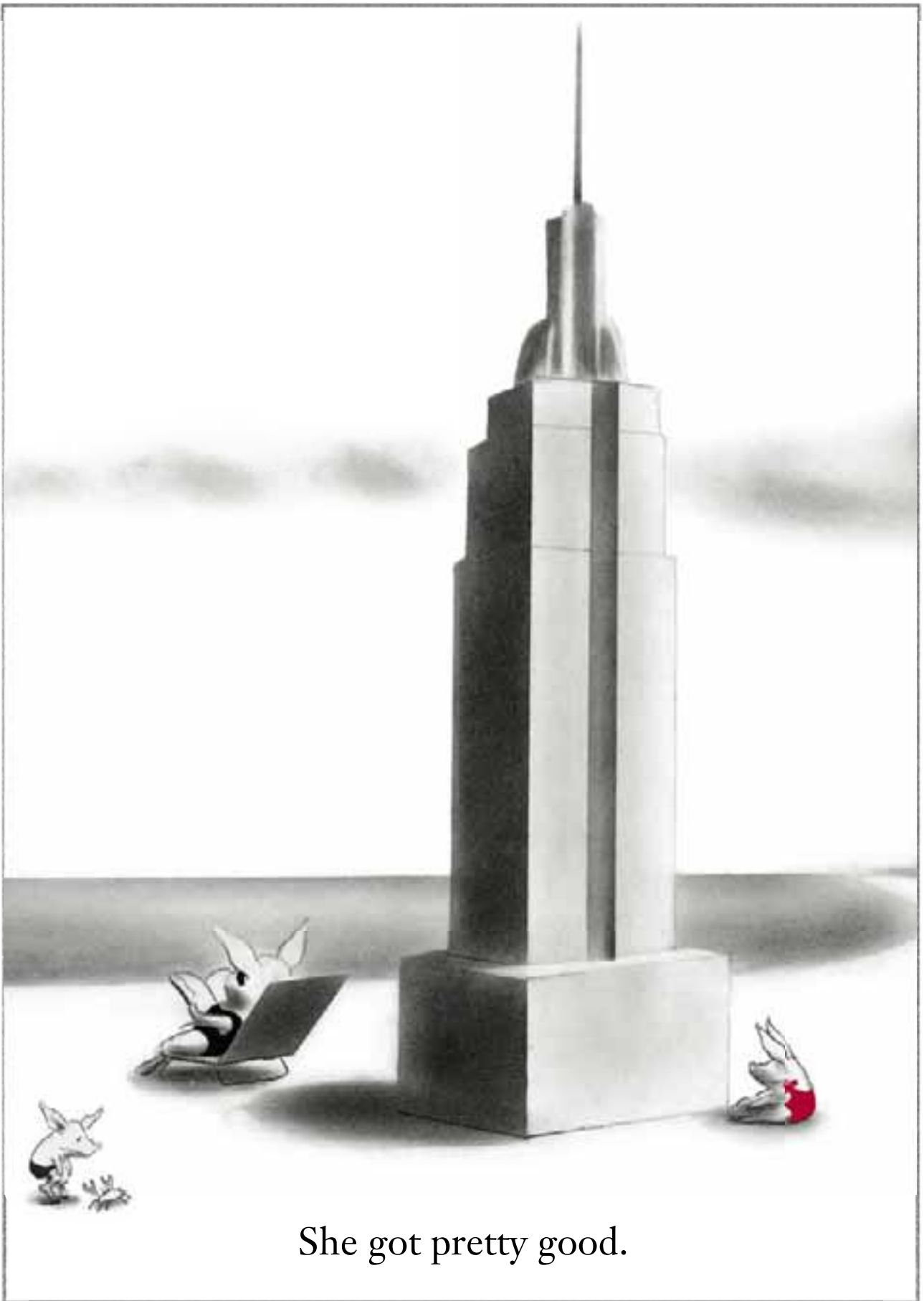


She feels it's important
to come prepared.





Last summer when Olivia was little, her mother showed her how to make sand castles.

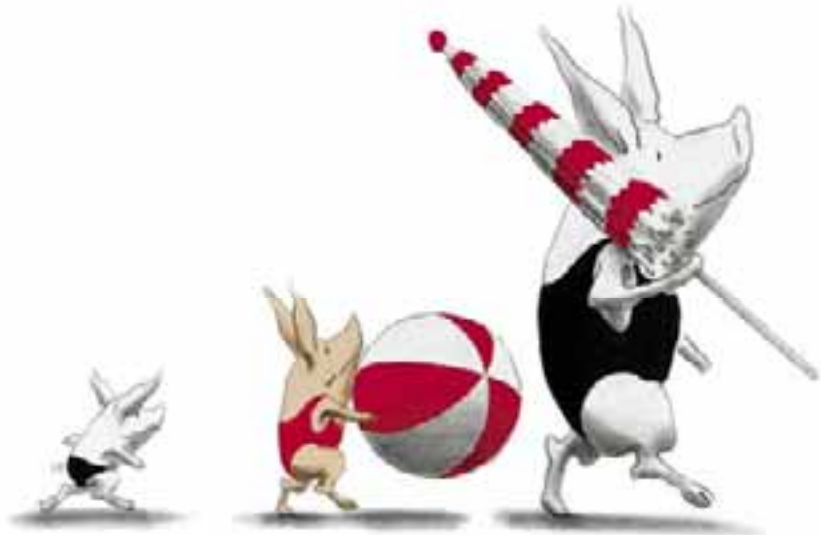


She got pretty good.

Sometimes Olivia
likes to bask in
the sun.



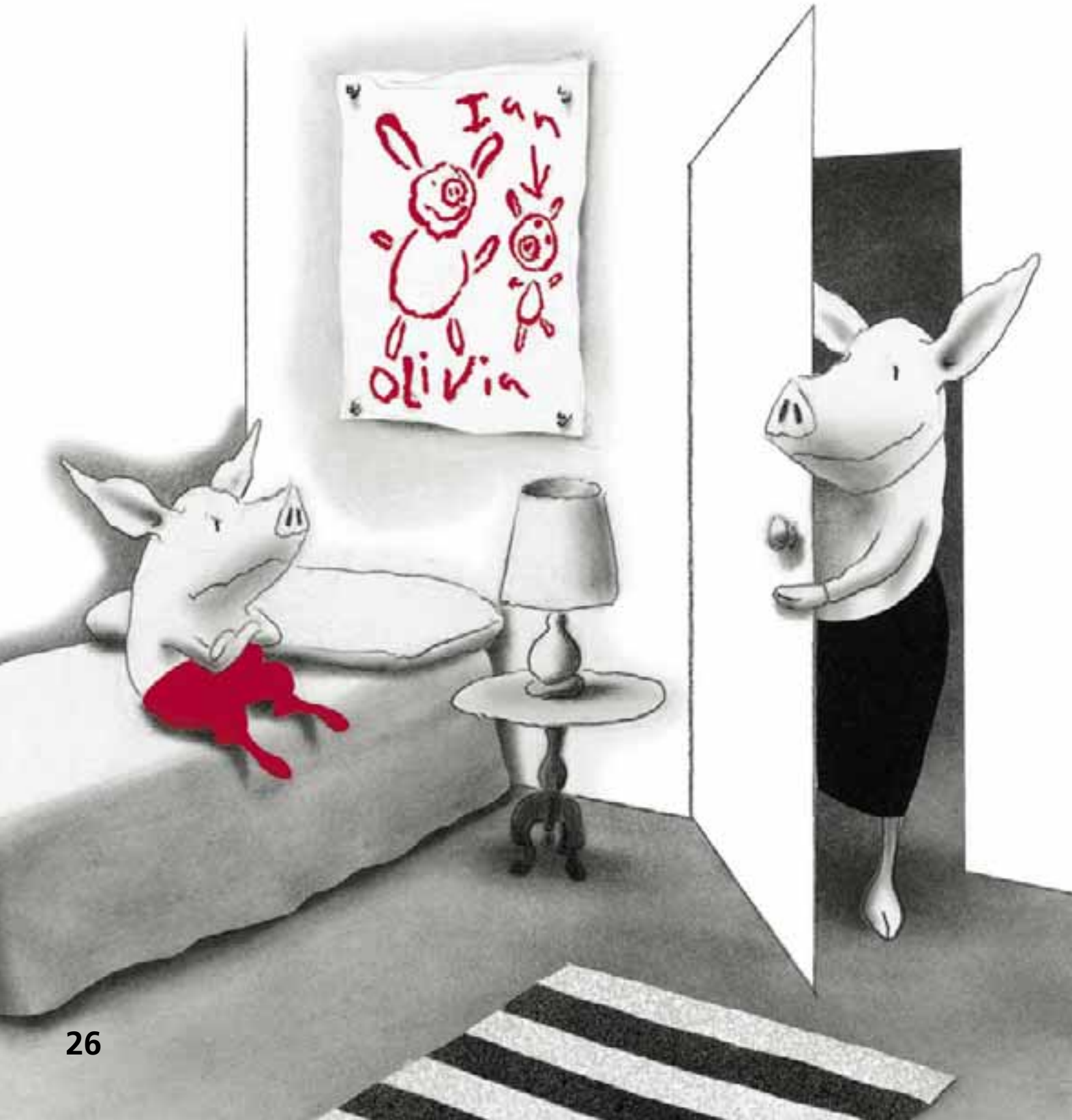
When her mother sees that she's had
enough, they go home.



Every day Olivia is **supposed** to take a nap.

“It’s time for your you-know-what,”
her mother says.

Of course Olivia’s not at all sleepy.



On rainy days, Olivia likes to go to
the museum.

She heads straight for her favorite picture.





Olivia looks at it for a long time.

What could she be thinking?



But there is one painting Olivia just doesn't get.

"I could do that in about five minutes," she says to her mother.

As soon as she gets home, she gives it a try.





Time out.

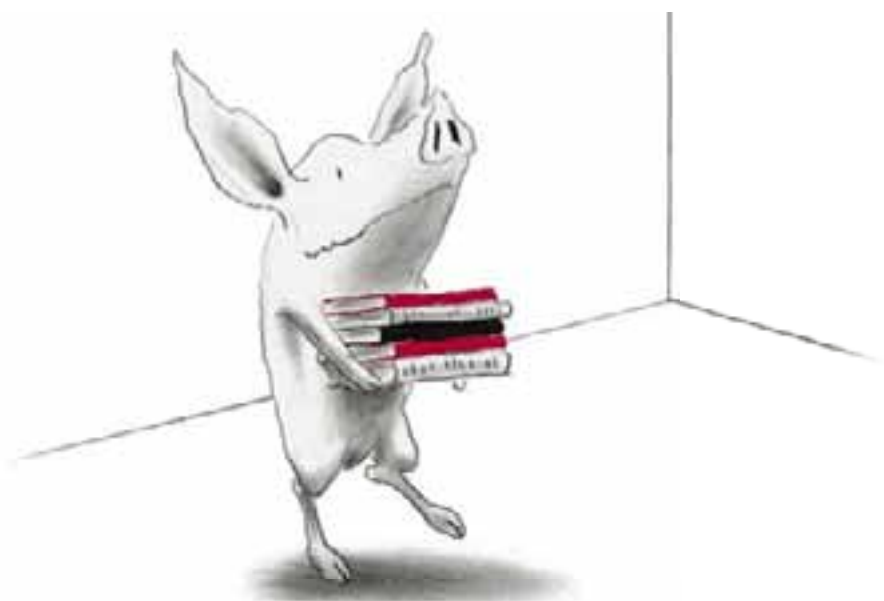


After a nice bath, and a nice dinner, it's time for bed.



But of course Olivia's not at all sleepy.

"Only five books tonight, Mommy," she says.



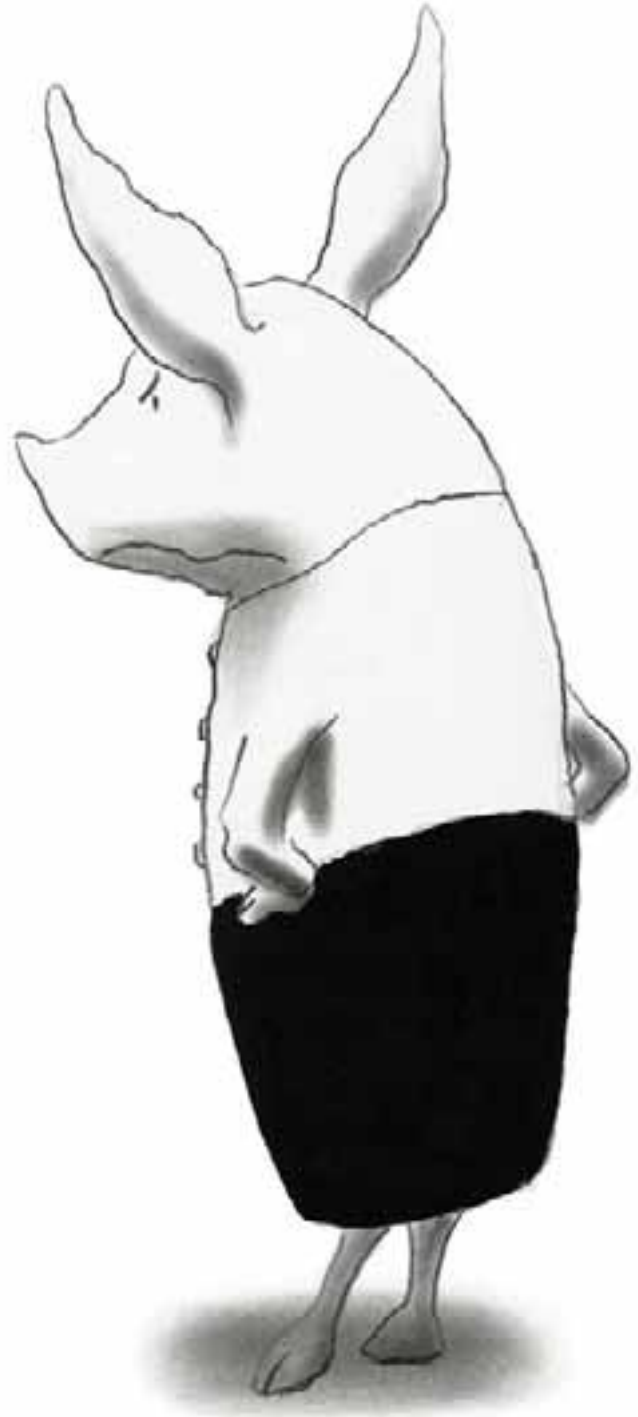
“No, Olivia, just one.”

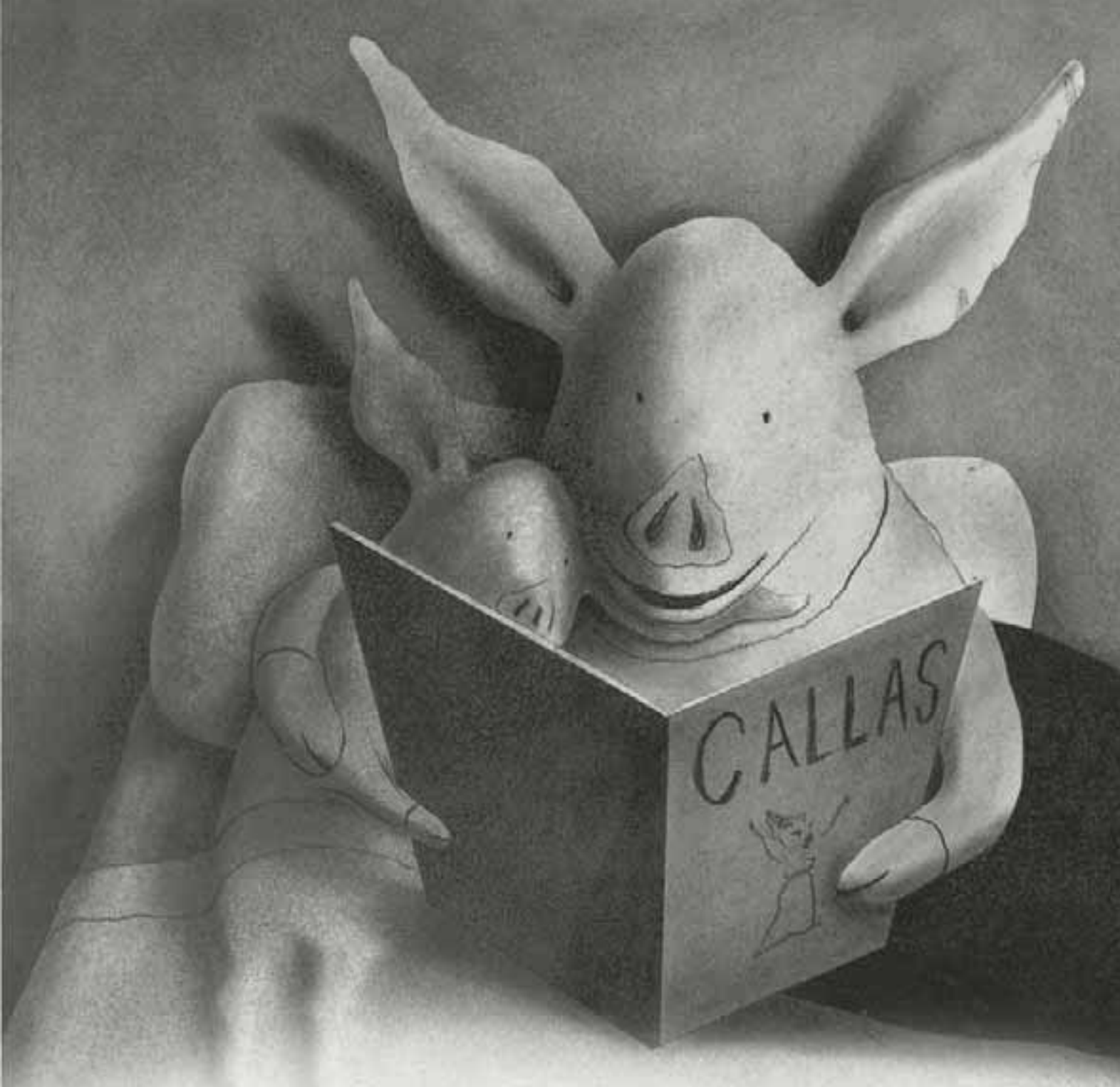
“How about four?”

“Two.”

“Three.”

“Oh, all right, three.
But that’s *it!*”





When they've finished reading, Olivia's mother gives her a kiss and says, "You know, you really wear me out. But I **love** you anyway."

And Olivia gives her a kiss back and says, "I love you anyway too."

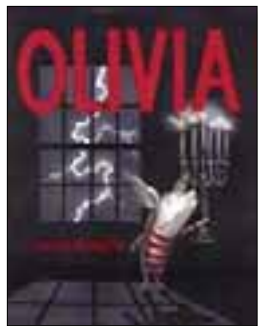
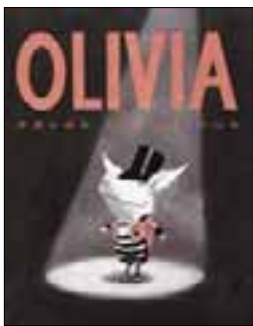
Meet Ian Falconer

Ian Falconer says the characters in his book are based on his sister's family. His niece, Olivia, is very busy and wears out her parents, just as Olivia in the story does. He decided to make Olivia a pig because he thinks pigs are very smart animals and that they're like humans in many ways.



Find out more about Ian Falconer at www.macmillanmh.com

Other books by Ian Falconer



Author's Purpose

Ian Falconer wanted to write about a smart pig. Write about another smart animal. Tell why you think it's smart.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. Could this story happen in real life? Why or why not?
2. Do you ever act like Olivia? In what way?
3. Olivia likes to do creative things. What creative things do you like to do?
4. How are Olivia and Joan in "We Love Joan" alike?

What Happens	Why It Could Not Happen In Real Life
1	1
2	2
3	3

Fine Arts

Genre

Nonfiction tells about real people and things.



Text Feature

A **Caption** gives information about a picture.

Content Words

artists
colors
sculpture



Find out more about art at www.macmillanmh.com

Cats in Art

Cats, cats, cats! Look at all the ways **artists** have shown cats.

This painting shows a cat at home. The artist used a lot of **colors** and shapes.





***Orange Cat on Couch* was painted by Malcah Zeldis. She taught herself how to paint.**

What shape are the cat's ears?

What color is the cat?

Where else do you see that color?

This cat is not a painting. It's a **sculpture**.
What shapes do you see? Why do you
think this artist named this sculpture *The
Rattle Cat*?



***The Rattle Cat* by Alexander
Calder is made of metal.**

This sculpture of a cat and her kitten is
very old. It comes from Egypt.
How is this cat different from
The Rattle Cat?



***Cat and Her Kitten* is more
than 2,000 years old!**





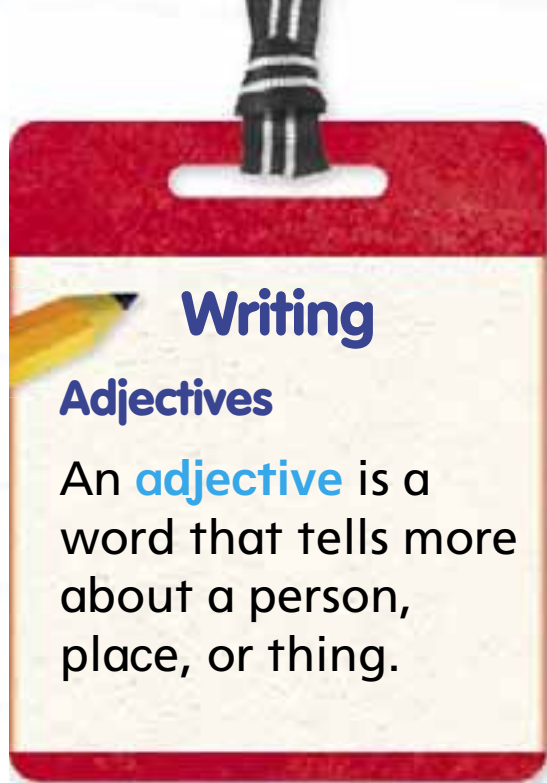
Cat and Butterfly was painted with watercolors.

This cat was painted a long time ago. It comes from China. The cat is looking up. Can you see what it is looking at?

How would you show a cat? Make your own cat painting or sculpture!

Connect and Compare

Which cat in "Cats in Art" do you think would be Olivia's favorite? Why?



Writing

Adjectives

An **adjective** is a word that tells more about a person, place, or thing.

Write an Invitation

Adam wrote an invitation to his art show.



Please come to my Art Show.
It is on Friday, May 5. The
show is in the big room with
the red rug.



Your friend,
Adam

Your Turn

Pretend your school is having an art show.

Write an invitation to your friends.



Writer's Checklist

- ☒ Will my friends know that I want them to come?
- ☒ Did I use **adjectives** correctly?
- ☒ Does each special name begin with a capital letter?

Your Turn

Pretend your school is having an art show.

Write an invitation to your friends.

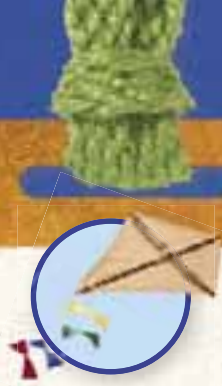


Writer's Checklist

- ☒ Will my friends know that I want them to come?
- ☒ Did I use **adjectives** correctly?
- ☒ Does each special name begin with a capital letter?

Watch It Go





Talk About It

What makes things move?



Find out more about things that go at www.macmillanmh.com



Words to Know

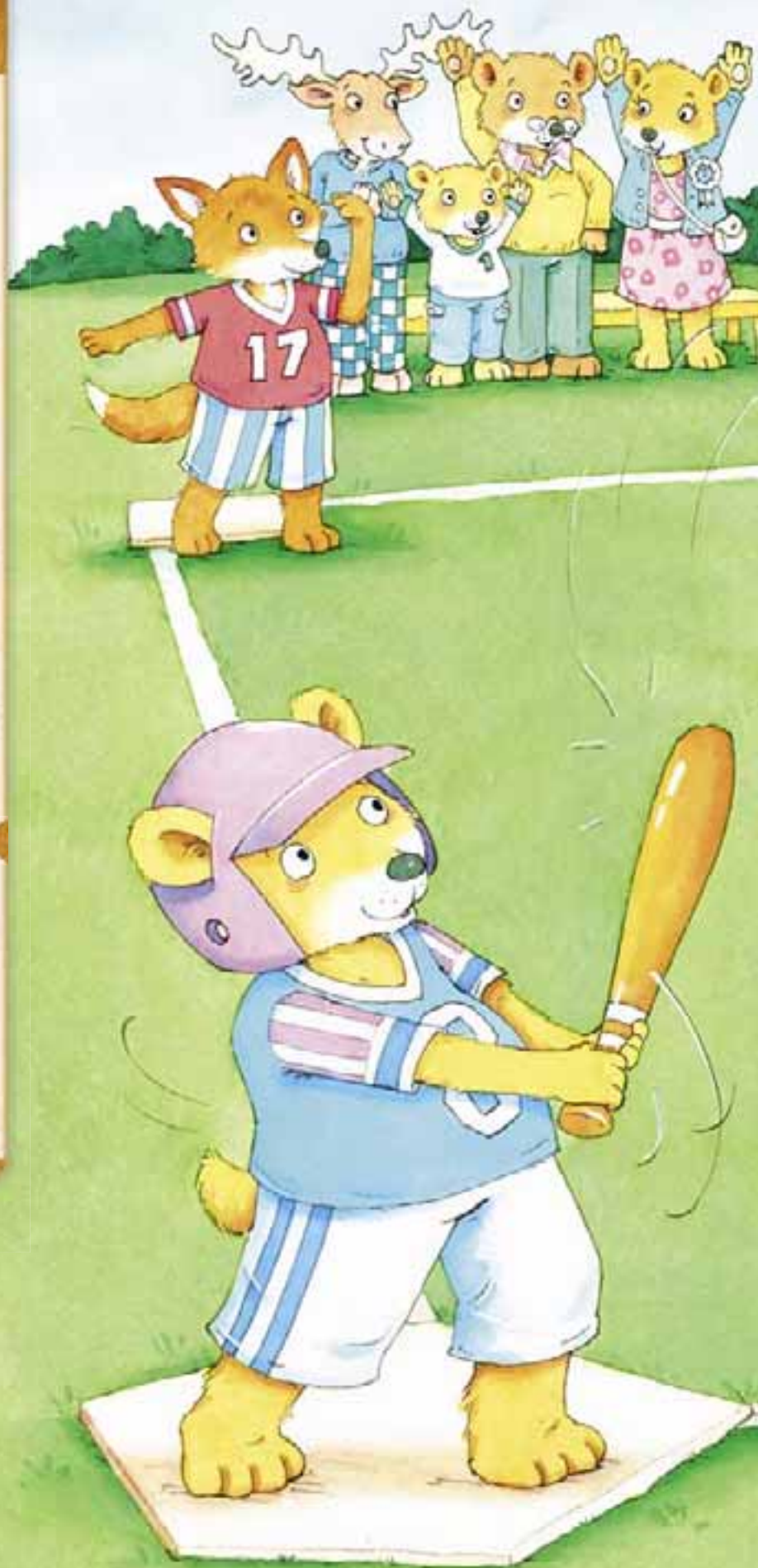
shout
ball
laughter
head
perhaps
should
meadow
never

try
fly



Read to Find Out

What do you think helps Little Cub hit the ball?



See the Ball Fly!

Little Cub is up at bat. His mom and dad are calling to him.

“You can do it, Little Cub!” they **shout**.

Little Cub swings the bat, but he misses the **ball**. He hears some **laughter** and puts his **head** down.

Perhaps I **should** not be at bat, he thinks. Then he says, “I’ll just do my best.”

On his next try, Little Cub hits the ball. He sees it fly over the **meadow**.

“I’ve **never** done that before!” he says as he runs to each base.



Comprehension

Genre

A **Fantasy** is a made-up story that could not really happen.



Visualize

Problem and Solution

As you read, use your **Problem and Solution Chart**.



Read to Find Out

How will Frog and Toad fly the Kite?



The Kite

from
Days with Frog and Toad



by Arnold Lobel

Frog and Toad went out
to fly a kite.

They went to
a large **meadow**
where the wind was strong.

“Our kite will fly up and up,”
said Frog.

“It will fly all the way up
to the top of the sky.”



“Toad,” said Frog,
“I will hold the **ball** of string.
You hold the kite and run.”

Toad ran across the meadow.

He ran as fast as his short legs
could carry him.

The kite went up in the air.

It fell to the ground with a bump.

Toad heard **laughter**.

Three robins were sitting in a bush.



“That kite will not fly,”
said the robins.

“You may as well give up.”



Toad ran back to Frog.

“Frog,” said Toad,
“this kite will not fly.
I give up.”

“We must make a second try,”
said Frog.

“Wave the kite over your **head**.
Perhaps that will make it fly.”



Toad ran back across the meadow.
He waved the kite over his head.

The kite went up in the air
and then fell down with a thud.

“What a joke!” said the robins.

“That kite will **never**
get off the ground.”





Toad ran back to Frog.

“This kite is a joke,” he said.

“It will never get off the ground.”

“We have to make
a third try,” said Frog.

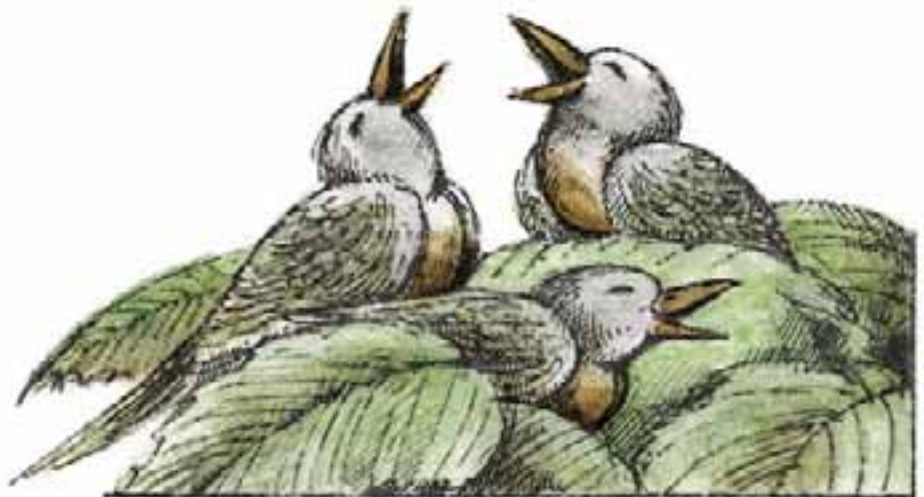
“Wave the kite over your head
and jump up and down.

Perhaps that will make it fly.”

Toad ran across
the meadow again.
He waved the kite
over his head.



He jumped up and down.
The kite went up in the air
and crashed down into the grass.
“That kite is junk,”
said the robins.
“Throw it away and go home.”



Toad ran back to Frog.

“This kite is junk,” he said.

“I think we **should**
throw it away and go home.”

“Toad,” said Frog,

“we need one more try.

Wave the kite over your head.

Jump up and down

and **shout** UP KITE UP.”

Toad ran across the meadow.

He waved the kite over his head.

He jumped up and down.

He shouted, “UP KITE UP!”



The kite flew into the air.

It climbed higher and higher.

“We did it!” cried Toad.

“Yes,” said Frog.

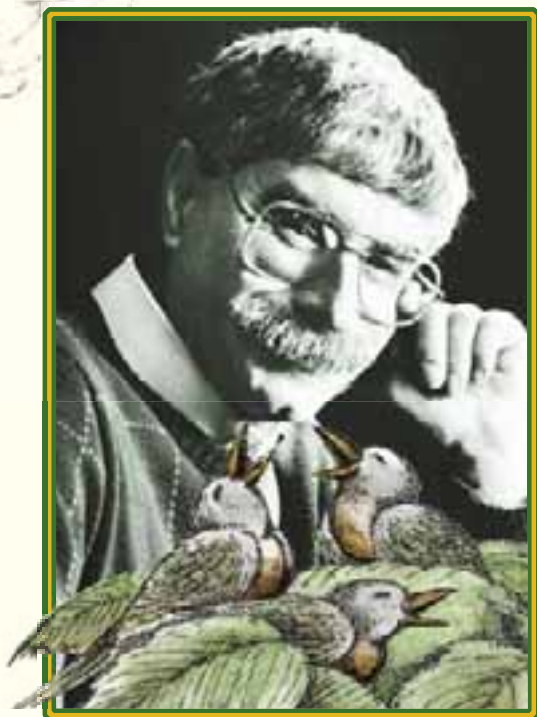
“If a running try
did not work,
and a running and waving try
did not work,
and a running, waving,
and jumping try
did not work,
I knew that
a running, waving, jumping,
and shouting try
just had to work.”

The robins flew out of the bush.
But they could not fly
as high as the kite.
Frog and Toad sat
and watched their kite.
It seemed to be flying
way up at the top of the sky.



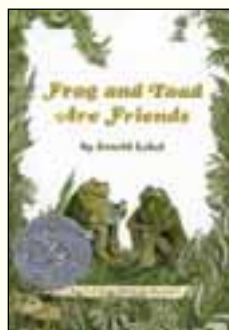
READ TOGETHER

Arnold Lobel's Story



Arnold Lobel was often sick and missed many days of school when he was young. When he went back to school, he made friends by telling stories and drawing pictures. Many years later, Lobel's children liked to catch frogs and toads. Arnold Lobel loved the animals and wrote about them in his Frog and Toad stories.

Other books by Arnold Lobel



Author's Purpose

Arnold Lobel wanted to write about good friends. Write about your friend. Tell how you help each other.



Find out more about
Arnold Lobel at

www.macmillanmh.com



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What problem do Frog and Toad have?
How do they solve it?
2. How do you feel when you try to do something hard? How does Toad feel?
3. How do Frog and Toad act like friends?
4. What do Little Cub in "See the Ball Fly!" and Frog and Toad have in common?



Science

Genre

Nonfiction gives information about a topic.

Text Feature

A **Diagram** is a picture that shows the parts of something.

Content Words

discs

motors

glide



Find out more about things that move at www.macmillanmh.com

Toys That Fly

What toys can fly?

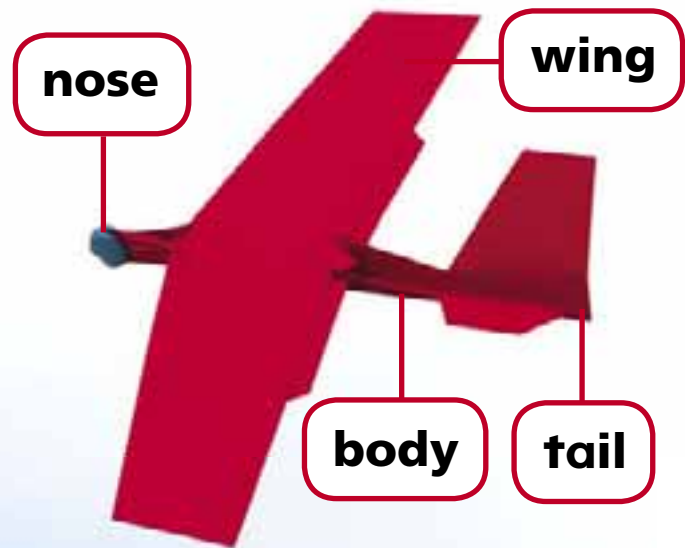
Balls can fly far and fast. Balls are round. Round is a great shape for throwing. How can you make a ball go where you want it to go?



Round **discs** can go far, too. When you throw a disc, you give it a spin. It spins like a top as it flies. The spin helps it to fly straight.



Toy planes can fly far and fast. Some toy planes don't need **motors**. They are called gliders. Wings help them **glide** on air. The tail helps steer the plane.



Toy Glider





Kites don't look the same. But they are all made to glide on air. To fly, a kite has to catch the wind. Then the wind will push the kite up into the sky.

There are a lot of toys that fly! Which toys do you like to fly?

Connect and Compare

How would Frog and Toad try to fly a glider?

Write About Not Giving Up

Writing

Adjectives that Compare

Add **-er** to adjectives
to compare two.

Add **-est** to compare
three or more.

Lucy wrote about learning
to do something hard.



My brother can go across the
longest bars. I am smaller than my
brother. I tried many, many times.
My hands kept slipping. But then
I did it!

Your Turn

Think about something that was hard to do.

How did you learn to do it?

Write about how you did not give up.



Writer's Checklist

- ☒ Will the reader know how I feel?
- ☒ Do the adjectives that compare end with *-er* or *-est*?
- ☒ Does each sentence begin with a capital letter?

Your Turn

Think about something that was hard to do.

How did you learn to do it?

Write about how you did not give up.



Writer's Checklist

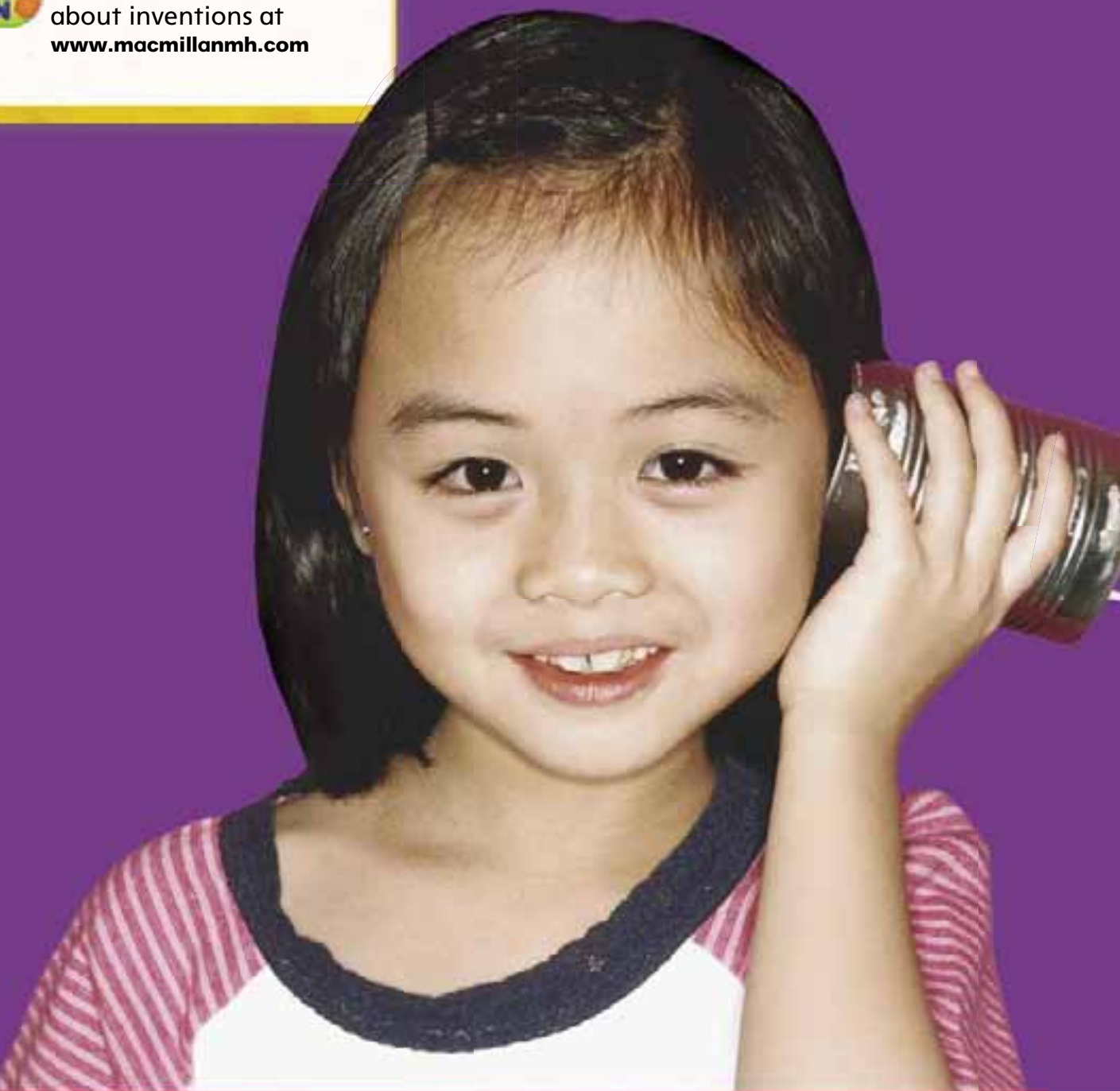
- ☒ Will the reader know how I feel?
- ☒ Do the adjectives that compare end with *-er* or *-est*?
- ☒ Does each sentence begin with a capital letter?

Talk About It

What could you
invent to make
your day easier?



Find out more
about inventions at
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Inventions



Invent It!

Words to Know

children
round
better
machine
or
discovery

parts
start

You don't have to be big to invent things. **Children** can invent things, too. Look at the parts here. Could you make something with them? Where would you start? Where would the **round** parts go?



Where can you get ideas for things to invent? Think about things you need to do. Then think about how you could do them **better**. Is it hard to take your stuff to school? You could make a new kind of cart to help. You could make a new **machine or** game. You could make a great **discovery**!



Comprehension

Genre

A **Nonfiction Article** tells about real people and things.



Ask Questions

Cause and Effect

Why do the kids in this article invent things?

KIDS' INVENTIONS

What great things can kids invent?



Jacob Dunnack

liked to stay at his grandmother's house. One day, he wanted to play baseball there. He packed his bat. But he forgot his baseballs!



Three balls fit
inside a “JD Batball.”

Jacob asked a question. How could he keep from forgetting again? He made a **discovery**. There was a way to keep the balls inside the bat.

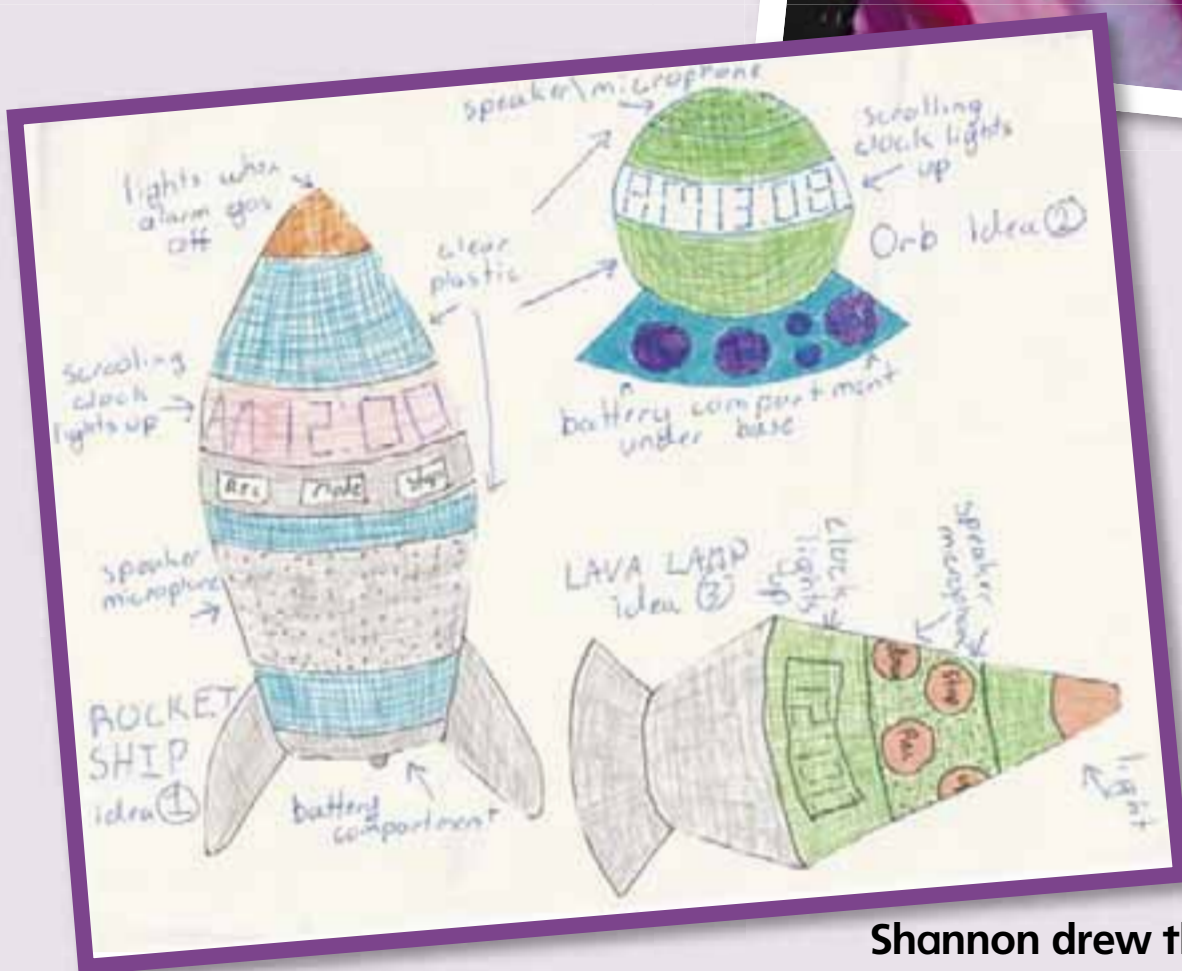
Jacob drew a bat with a hole inside. The **round** top came off. The balls fit inside. That way, the balls would go where the bat went.

Everyone liked Jacob’s invention a lot! His mother and father found a company to make it. Now you can buy the “JD Batball” in stores.



Shannon Crabill

always wanted to invent something. She thought about the clock that woke her up every day. She asked a question. What if you could pick the sound your alarm clock made?



Shannon drew these ideas for her clock.



These are real clocks made from Shannon's ideas.

Shannon got an idea. You could record sounds on your clock. Then that sound could wake you up. The sound could be you talking **or** singing. It could be your dog barking or a song that you like.

Shannon sent her invention to a contest. She won the contest! Now, a company makes her clocks.



Spencer Whale's
invention helps sick kids.



Spencer with his
brother and his mother

When **Spencer Whale** was six years old, he visited a hospital. He saw **children** who had to take a big **machine** around with them. The machine had medicine in it. This made it hard for them to play.

Spencer asked a question. How could he help these children play **better**? He had a smart idea.

The children liked to ride in toy cars. But someone had to pull the medicine while they rode.

Spencer invented a part for the car that could hold the medicine. He drew his invention. People helped him make it. They put it onto the cars. Now sick children can ride and play with no help.

**Spencer with
his invention**



Would you like to invent something, too?
Would you like to invent a new toy? Or a
machine that could help you? Try asking
questions like these three kids did. Then
see if you can find an answer!





Comprehension Check

Tell What You Learned

Describe how the kids turned their ideas into real things.

Think and Compare



1. What caused each of the kids in this article to invent something?
2. What would you like to invent? Why?
3. Think of an invention that helps people. Describe the invention and how it helps.
4. What might these three kid inventors want to make from the parts shown in "Invent It!"?

**Test Strategy****Author and Me**

Think about what the author tells you. Think about what you know.

Helping Drivers See



Mary Anderson was an inventor. She lived about 100 years ago. Back then, when it rained or snowed, drivers had to get out of their cars to clean their windows.



Mary had a great idea. She invented a new way to clean car windows. It was a rubber blade that swung back and forth across the window. The blade scraped off water and snow.

This blade was the first windshield wiper. It worked like the wipers on cars do today. But it did not move by itself. Drivers made it move by turning a handle inside the car.

Directions: Answer the questions.

1. What is this story MAINLY about?



2. Why did Mary invent the windshield wiper?

- ☐ to help new drivers
- ☐ to help wash cars
- ☐ to help drivers see when it rained or snowed

Tip

Think about
what you know.

3. How do wipers work today?

- ☐ The driver gets out of the car to use them.
- ☐ The wipers move by themselves.
- ☐ Drivers turn a handle inside the car.



Write About an Invention

Alma thought of an invention
that could carry her backpack.
She wrote about how to make it.



How to Make a Backpack Cart

1. Get a skateboard and a box.
2. Tie the box to the skateboard.
3. Put your backpack in the box.
4. Tie a rope to the skateboard.
5. Now pull it.

Your Writing Prompt

Think of something you would like to invent. Draw a picture of your invention. Write directions that tell how to make it. Write down each step to take.

Writer's Checklist

- ☒ Are my steps easy to follow?
- ☒ Did I include details?
- ☒ Did I check my writing for mistakes?

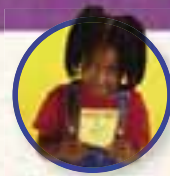
Your Writing Prompt

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Writer's Checklist

- ☒ Are my steps easy to follow?
- ☒ Did I include details?
- ☒ Did I check my writing for mistakes?





Talk About It

What is something hard that you have learned to do? How did you learn?



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I Can Do It

Words to Know

early
instead
thought
nothing
errand
suddenly
along

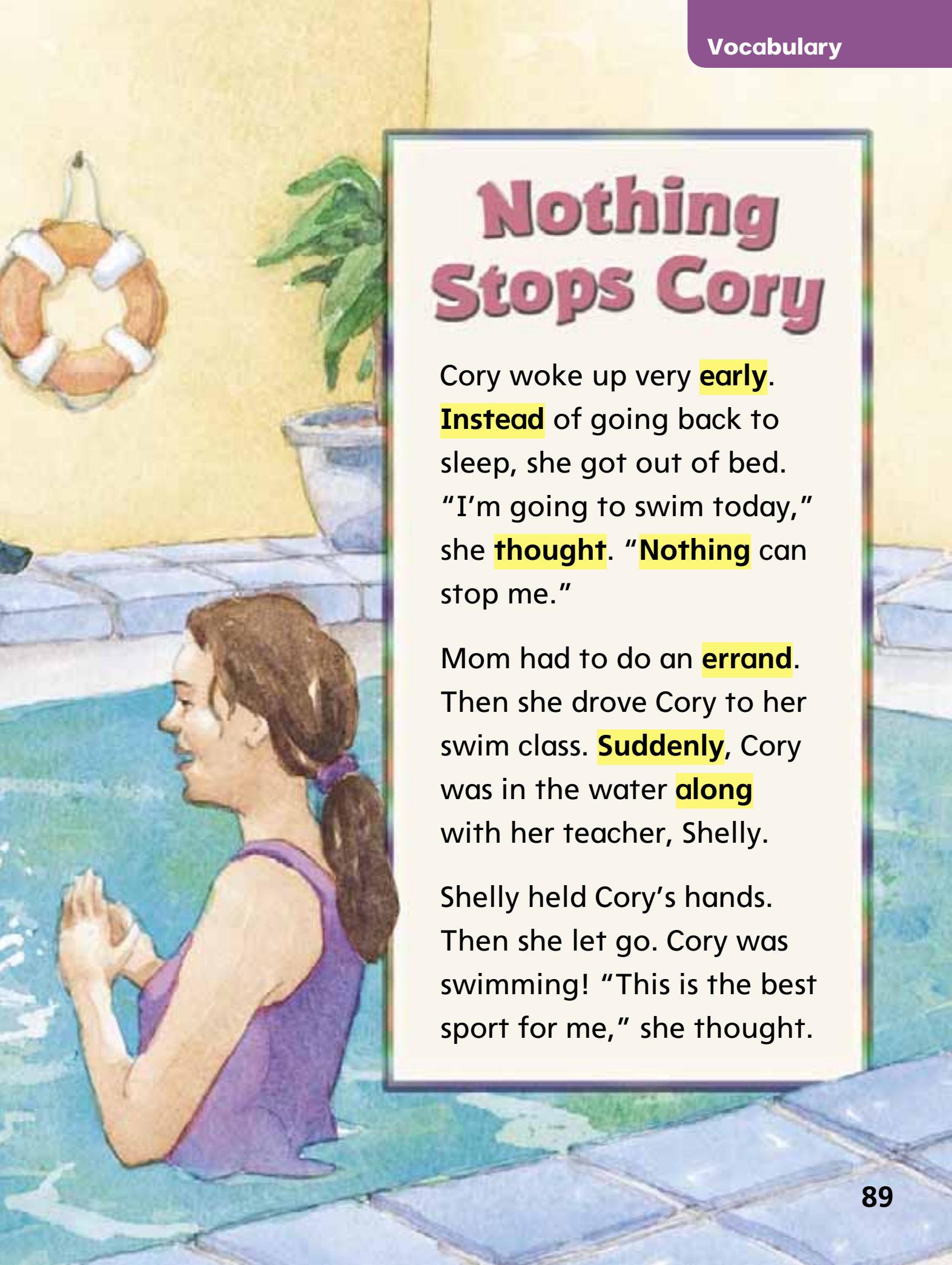
Cory
sport



Read to Find Out

How does Cory feel at the end of the story?





Nothing Stops Cory

Cory woke up very **early**. **Instead** of going back to sleep, she got out of bed. "I'm going to swim today," she **thought**. "**Nothing** can stop me."

Mom had to do an **errand**. Then she drove Cory to her swim class. **Suddenly**, Cory was in the water **along** with her teacher, Shelly.

Shelly held Cory's hands. Then she let go. Cory was swimming! "This is the best sport for me," she thought.

Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Ask Questions

Make Inferences

As you read, use your **Inference Chart**.

Text Clues	What You Know	Inferences

Read to Find Out

How does Peter feel about learning to whistle?



Whistle for Willie



by Ezra Jack Keats





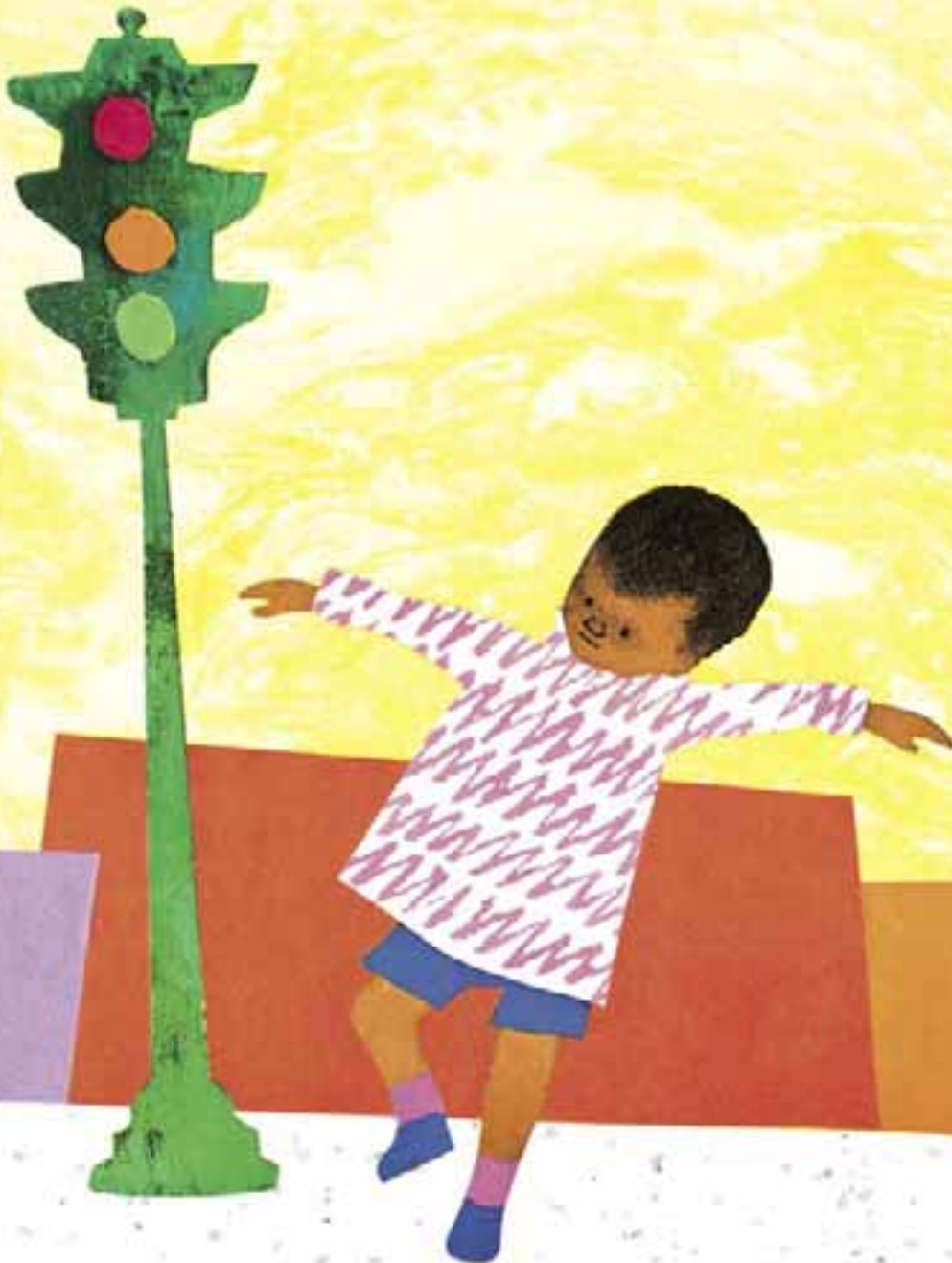


Oh, how Peter wished he could whistle!

He saw a boy playing with his dog. Whenever the boy whistled, the dog ran straight to him.



Peter tried to whistle, but he couldn't.
So **instead** he began to turn himself around—
around and around he whirled . . .
faster and faster



When he stopped
everything turned
down . . .
and up . . .



and up . . .
and down . . .
and around
and around.



Peter saw his dog, Willie, coming.
Quick as a wink, he hid in an empty
carton lying on the sidewalk.



“Wouldn’t it be funny if I whistled?” Peter **thought**.

“Willie would stop and look all around to see who it was.”

Peter tried again to whistle—but still he couldn’t.
So Willie just walked on.



Peter got out of the carton
and started home.

On the way he took some
colored chalks out of his pocket
and drew a long, long line
right up to his door.



He stood there and tried to whistle again.
He blew till his cheeks were tired.
But **nothing** happened.





He went into his house and put on his
father's old hat to make himself feel
more grown-up. He looked into the
mirror to practice whistling.
Still no whistle!





When his mother saw what he was doing,
Peter pretended that he was his father.

He said, “I’ve come home **early** today,
dear. Is Peter here?”



His mother answered, “Why no, he’s outside with Willie.”

“Well, I’ll go out and look for them,” said Peter.



First he walked **along** a crack in the sidewalk. Then he tried to run away from his shadow.



He jumped off his shadow,
but when he landed they were
together again.



He came to the corner where the carton was, and who should he see but Willie!



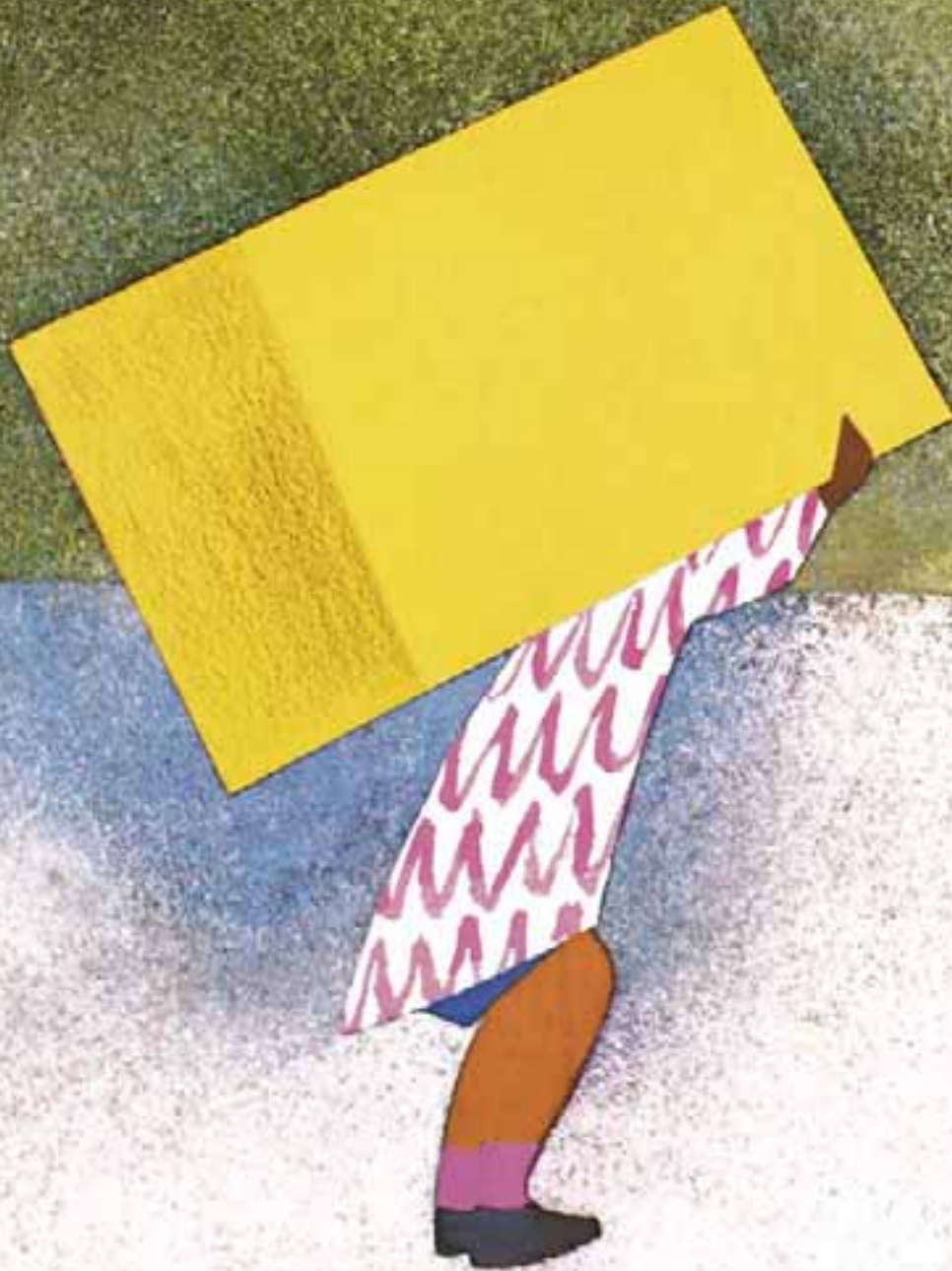
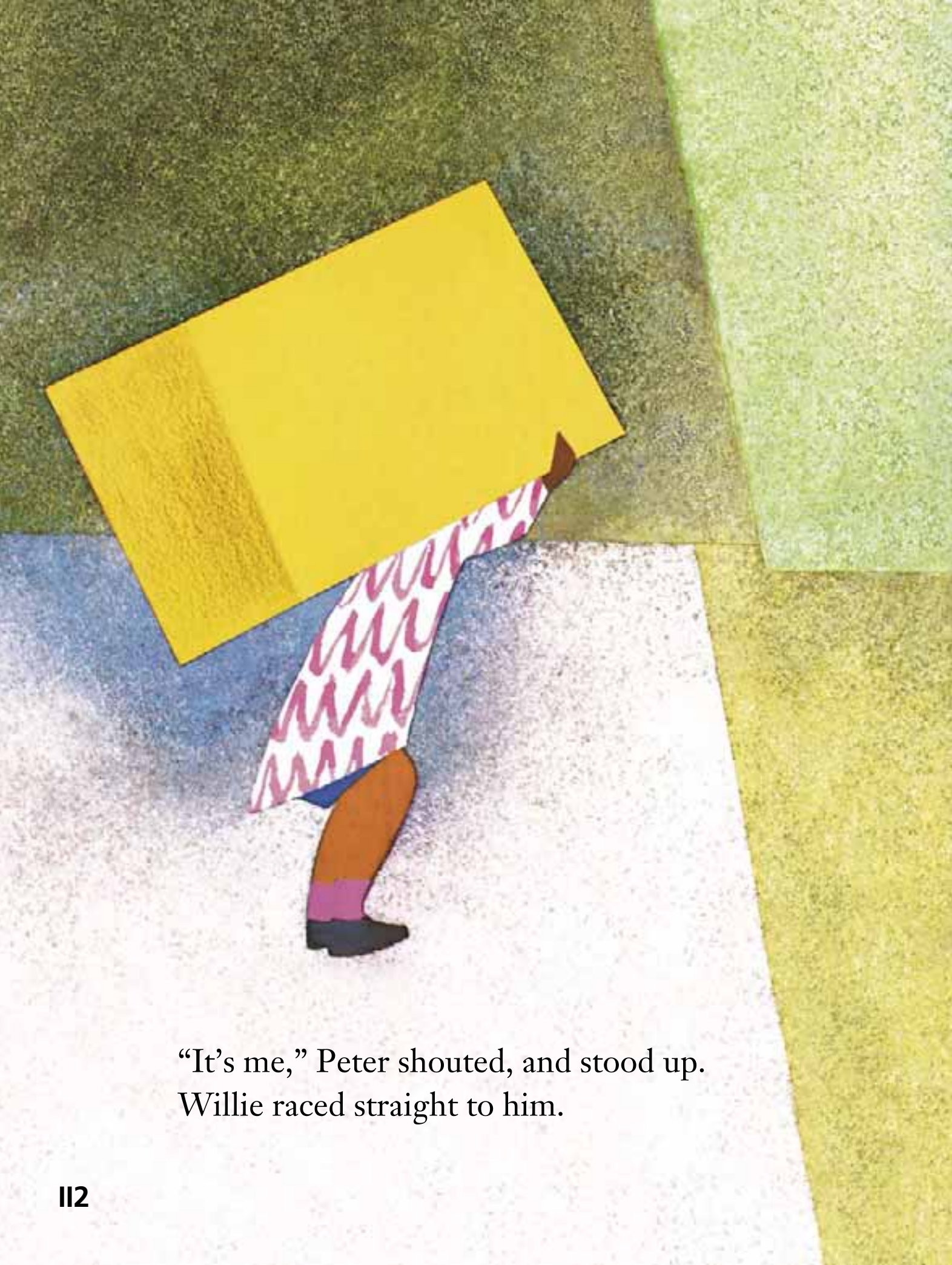


Peter scrambled under the carton.
He blew and blew and blew.

Suddenly—out came a real whistle!

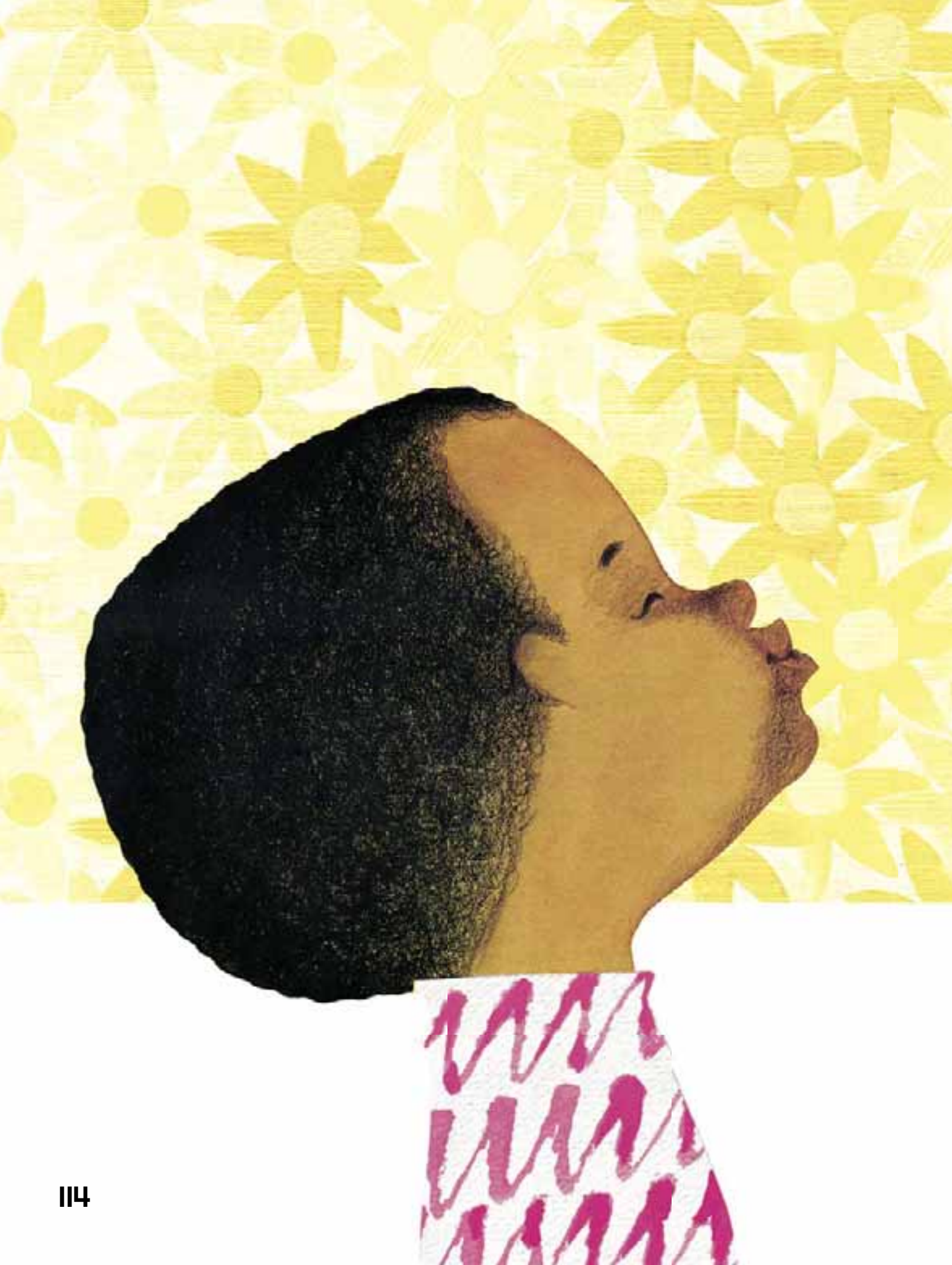


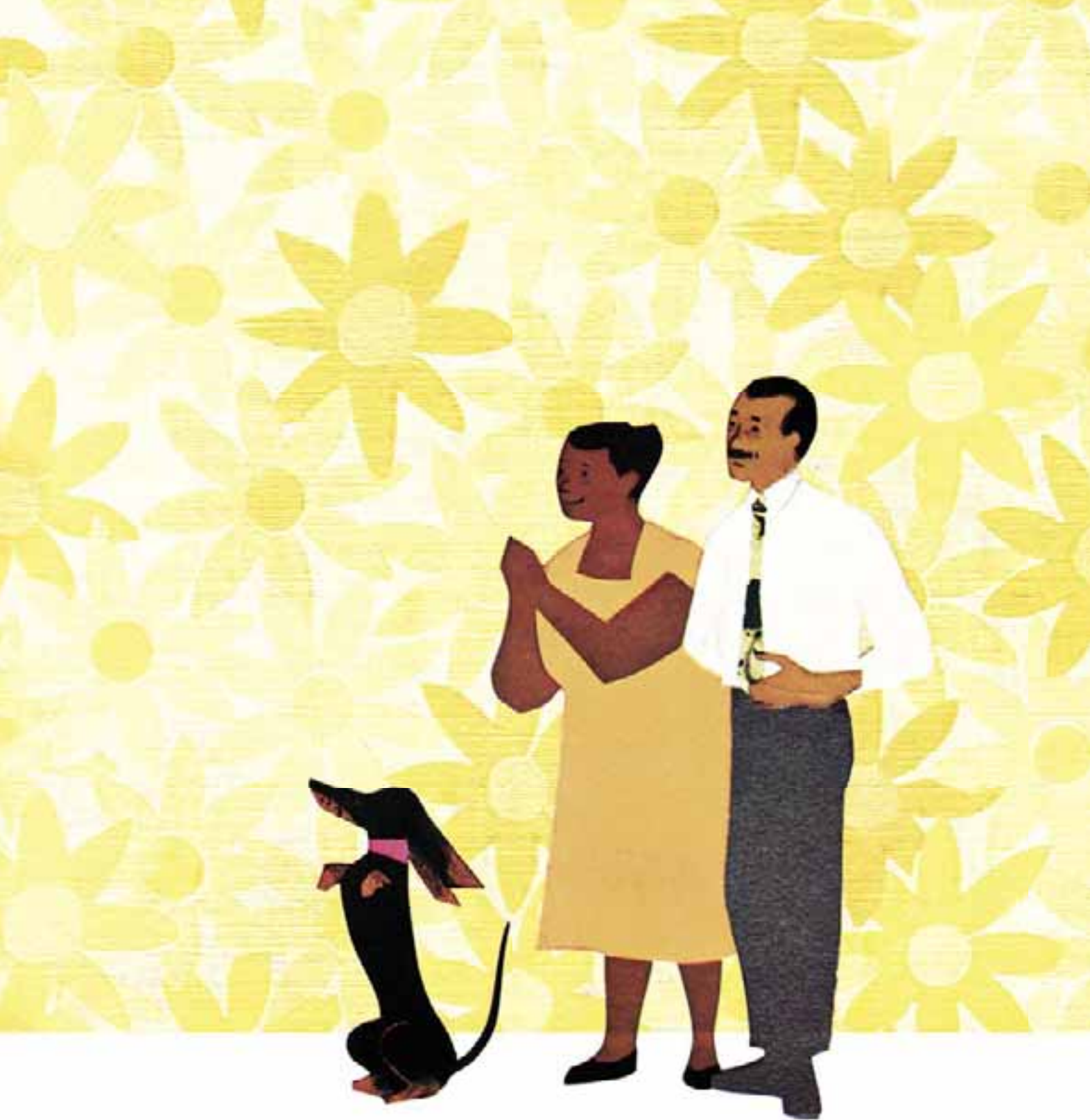
Willie stopped and looked around to see who it was.



“It’s me,” Peter shouted, and stood up.
Willie raced straight to him.







Peter ran home to show his father and mother what he could do. They loved Peter's whistling. So did Willie.



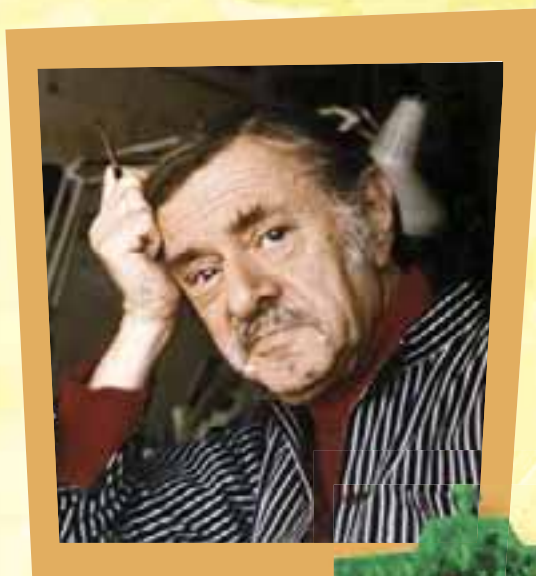
Peter's mother asked him and Willie to go on an **errand** to the grocery store.



He whistled all the way there,
and he whistled all the way home.

Getting to Know Ezra Jack Keats

Ezra Jack Keats sold his first painting when he was eight years old! When he grew up, he created many books for children. He used cut-out paper and a special type of paste to make the bright pictures. He won many awards for his work, but was most pleased by letters from children who had read his books.

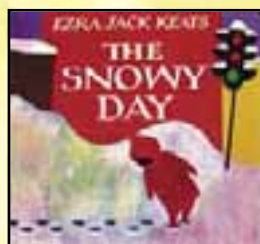


Other books

by Ezra Jack Keats



Find out more about
Ezra Jack Keats at
www.macmillanmh.com



Author's Purpose

Ezra Jack Keats wanted to write about a boy who wished he could whistle. Write about something you wish you could do. Tell why you want to do it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. How do you think Peter feels about Willie?
2. Would you like to have Peter as your friend? Tell why or why not.
3. How is Willie a good pet?
4. What did Cory in "Nothing Stops Cory" and Peter both learn?

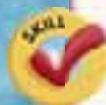
Text Clues	What You Know	Inferences



Social Studies

Genre

A **Biography** gives information about a real person's life.



Text Feature

A **Graph** can compare different amounts of something.

Content Words

athlete
disabilities
records



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A Winning Swimmer

Kate Pavlacka can swim fast.
She can run fast. She likes to
read and write. Kate is blind.





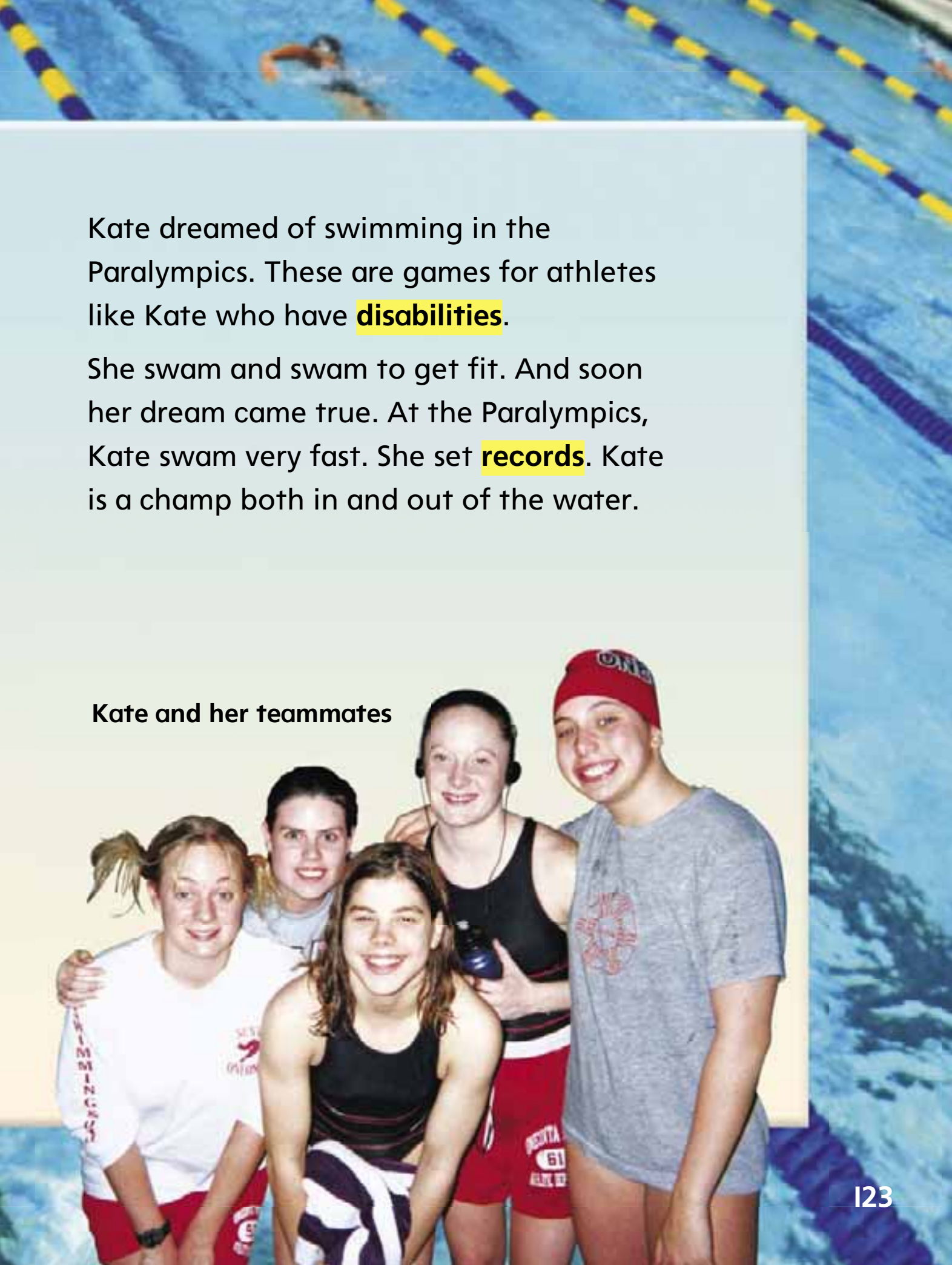
Kate with her college swim team

Kate went blind when she was 14 years old. But that did not stop her. She swam on her school swim team. She became a very good **athlete**.



Water sprays Kate at the end of a lap.

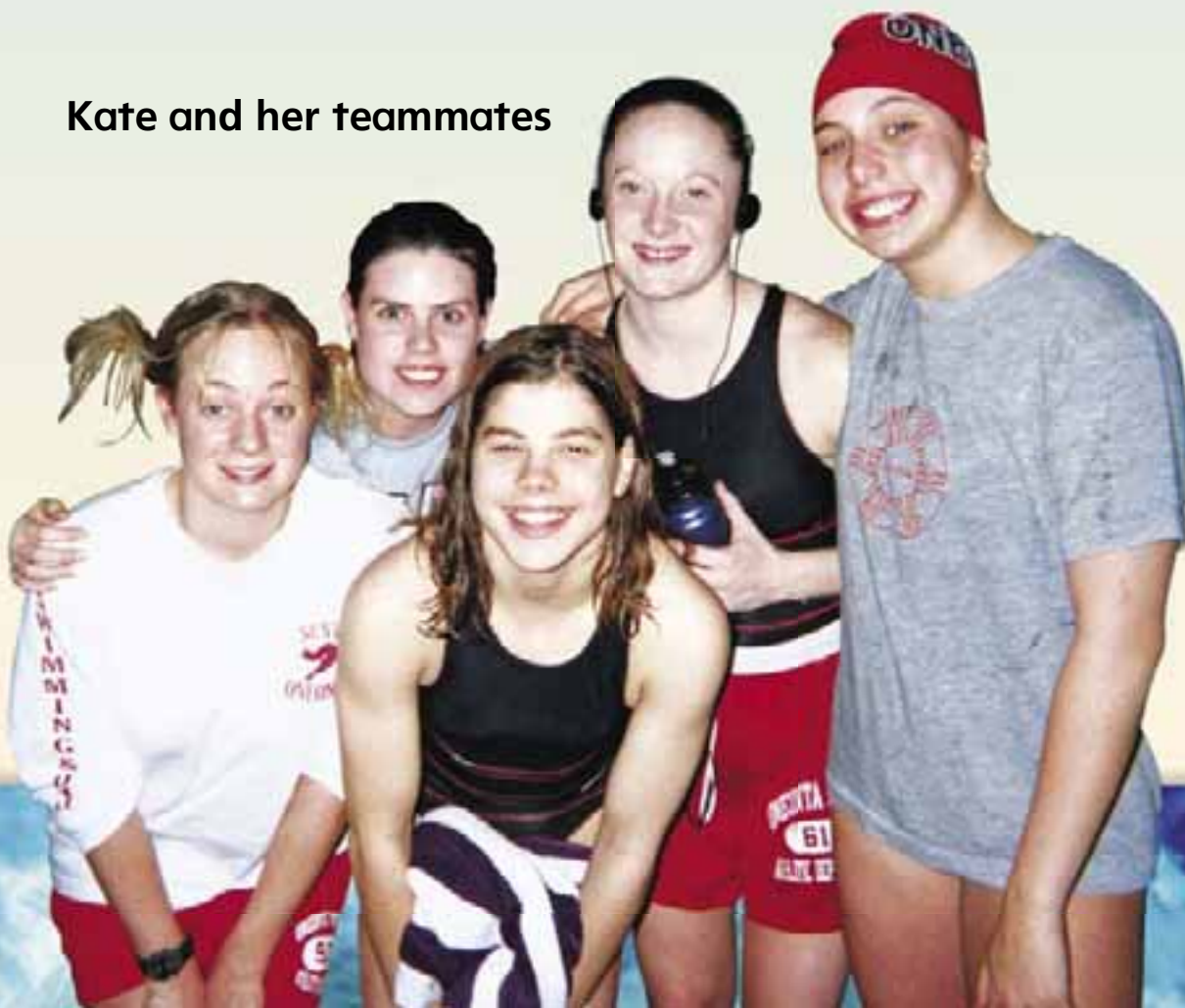
Kate's coach helped. Kate couldn't see how to do a stroke. So her coach moved her arms and legs. That way she could feel how to do it. At the end of a lap, water sprayed her. That told her to swim the other way.

A background image of a swimming pool with a swimmer in the distance. The pool has blue water and yellow and blue lane dividers.

Kate dreamed of swimming in the Paralympics. These are games for athletes like Kate who have **disabilities**.

She swam and swam to get fit. And soon her dream came true. At the Paralympics, Kate swam very fast. She set **records**. Kate is a champ both in and out of the water.

Kate and her teammates



The Paralympics

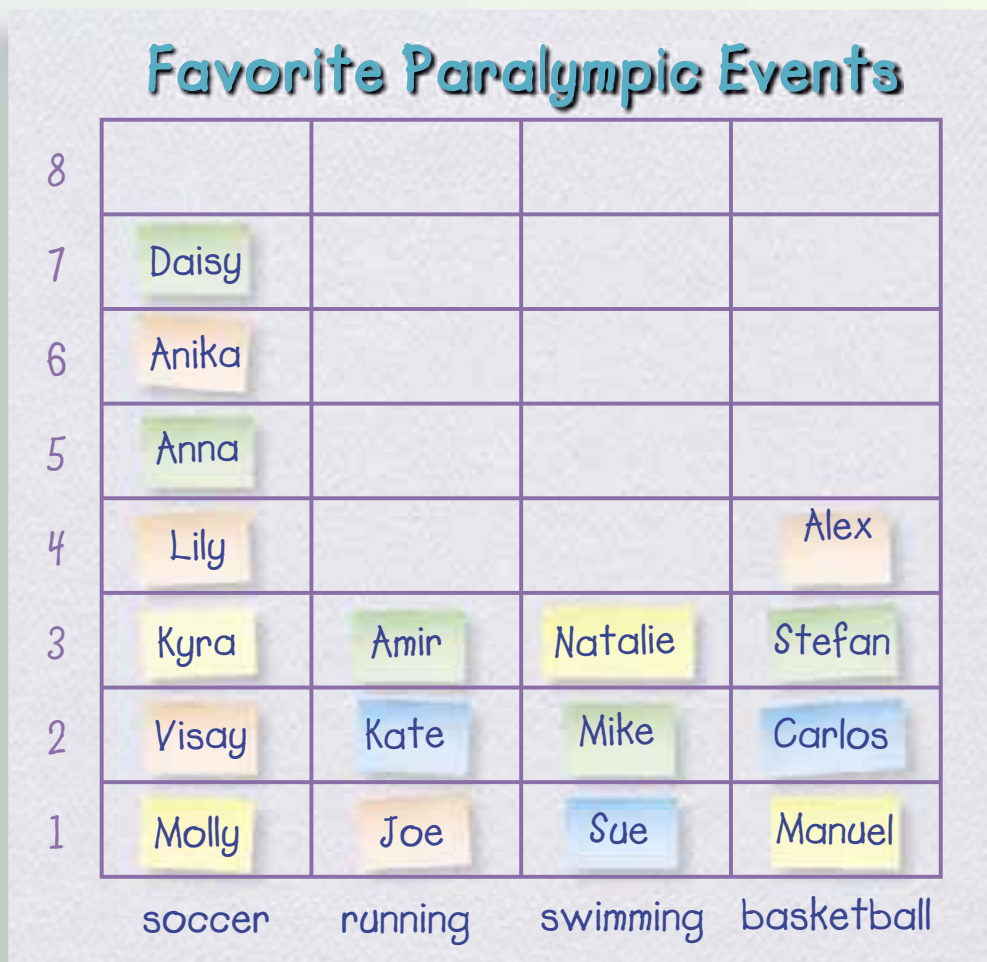
Athletes with disabilities compete in the Paralympics. The games are held every four years. They began in 1960. There were only a few athletes and a few kinds of games back then. Now many athletes from all over the world come together to compete in many kinds of games.



Tennis and running are both Paralympic events.



This graph names some Paralympic games. It shows which games kids in a first grade class liked best. Which game do most kids like best? Which game do you like best? What about the kids in your class?



Connect and Compare

How do Peter in *Whistle for Willie* and Kate Pavlacka both learn to do hard things?

Write a How-To

Writing

Number Words

Number words are adjectives that tell how many people, places, or things there are.

Ravi wrote about how to play a game.



How to Play Mix Six

1. Write a sentence that has six words.
2. Cut the words apart and mix them up.
3. Tell your friend to put the sentence back together.



Your Turn

What new thing have you learned to do this year?

Write how to do it.



Writer's Checklist

- ☒ Are my directions clear?
- ☒ Are my sentences in the right order?
- ☒ Do I use **number words** correctly?

Your Turn

What new thing have you learned to do this year?

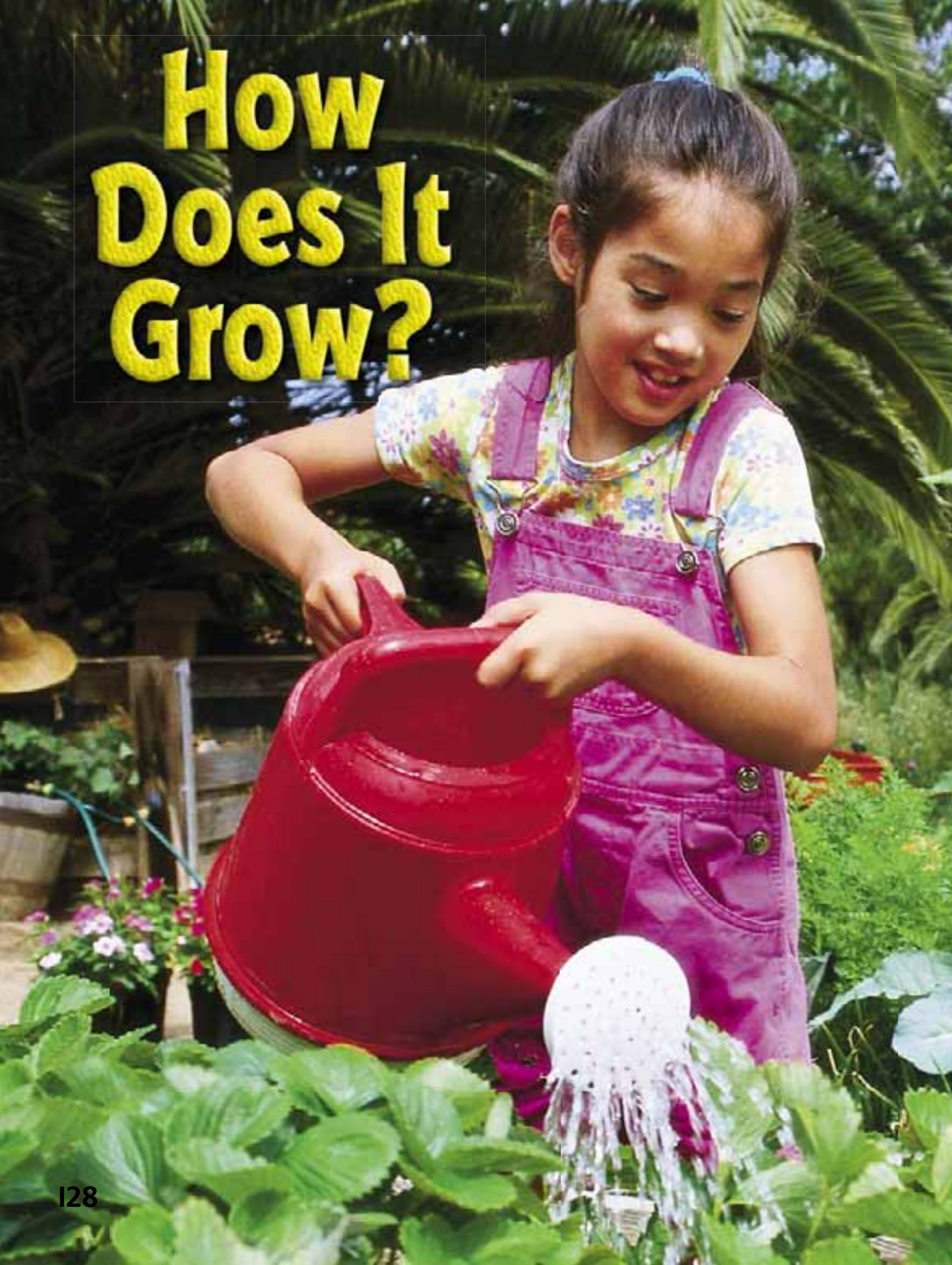
Write how to do it.



Writer's Checklist

- ☒ Are my directions clear?
- ☒ Are my sentences in the right order?
- ☒ Do I use **number words** correctly?

How Does It Grow?



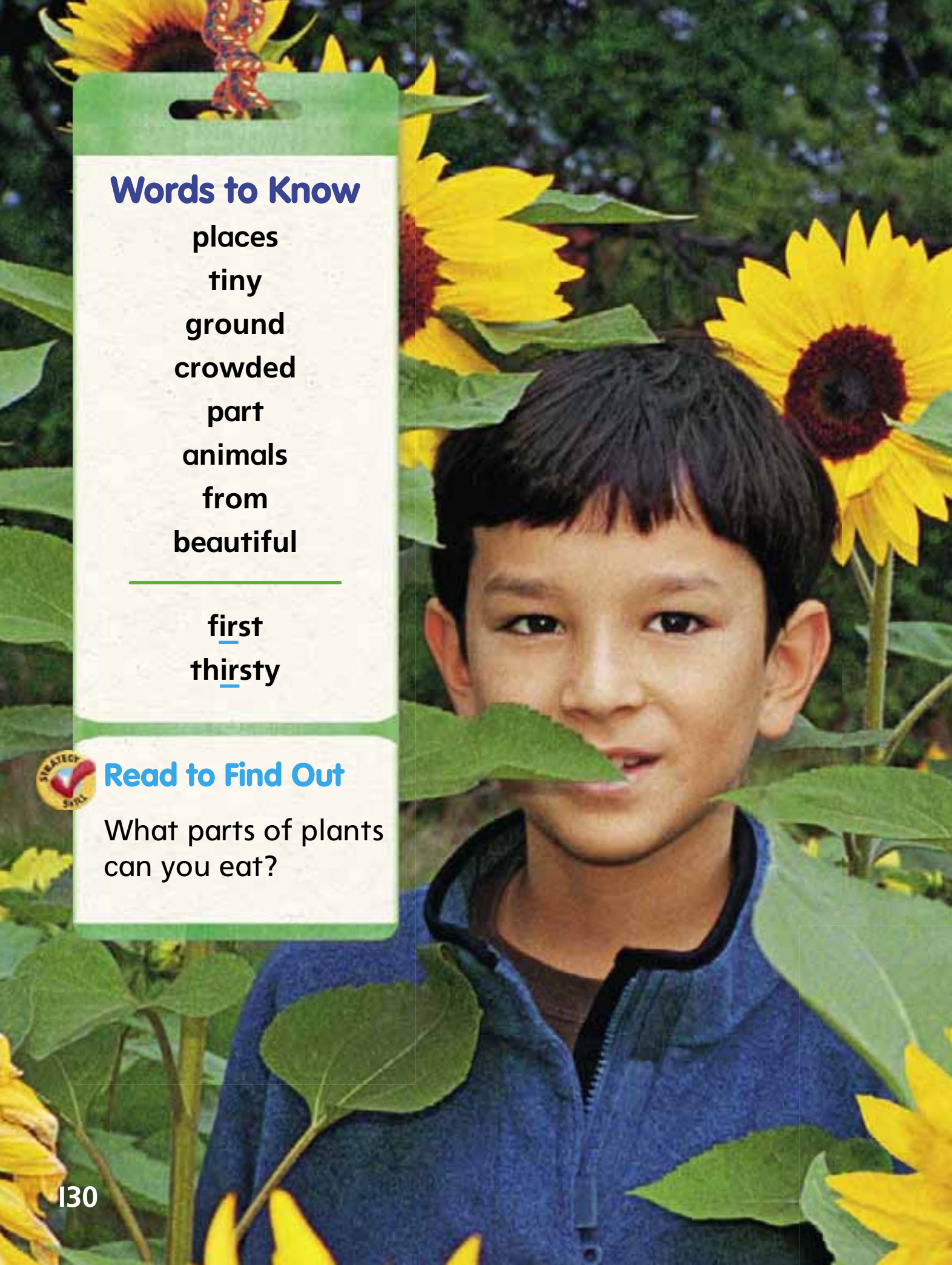


Talk About It

How do plants
grow?



Find out more about
plants at
www.macmillanmh.com



Words to Know

places
tiny
ground
crowded
part
animals
from
beautiful

first
thirsty



Read to Find Out

What parts of plants
can you eat?

Beautiful Plants

Do you want to grow plants?

There are many **places** to plant. Find a place that is sunny. First, place the **tiny** seeds in the **ground**. Don't plant the seeds close together. They will be too **crowded** as they grow. Water them so they won't be thirsty.

We eat some plants. We eat the top **part** of peas, beans, and corn. We eat the part of yams and beets that grows under the ground.

If you are growing these plants, put up a gate. It will keep **animals from** getting them. They like to dig up your **beautiful** plants so they can munch on them!

Comprehension

Genre

Nonfiction gives information about a topic.

Ask Questions

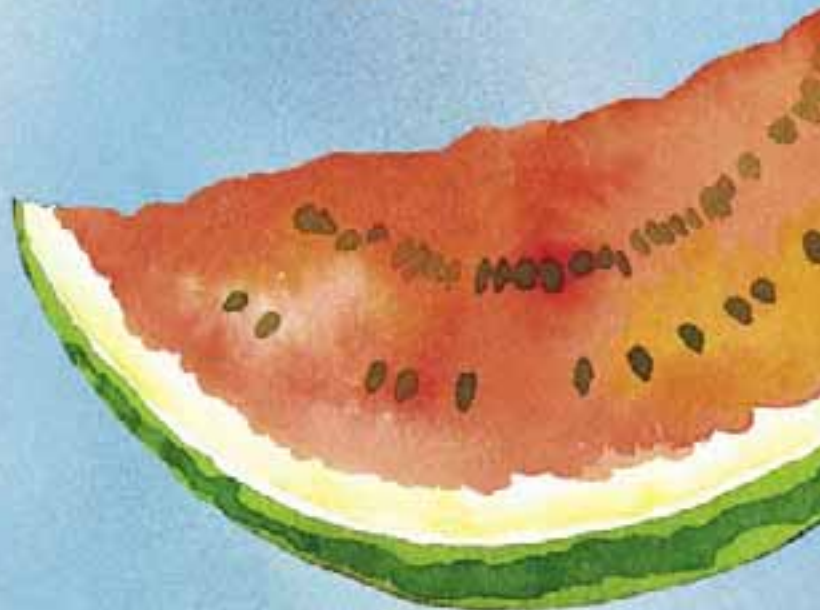
Classify and Categorize

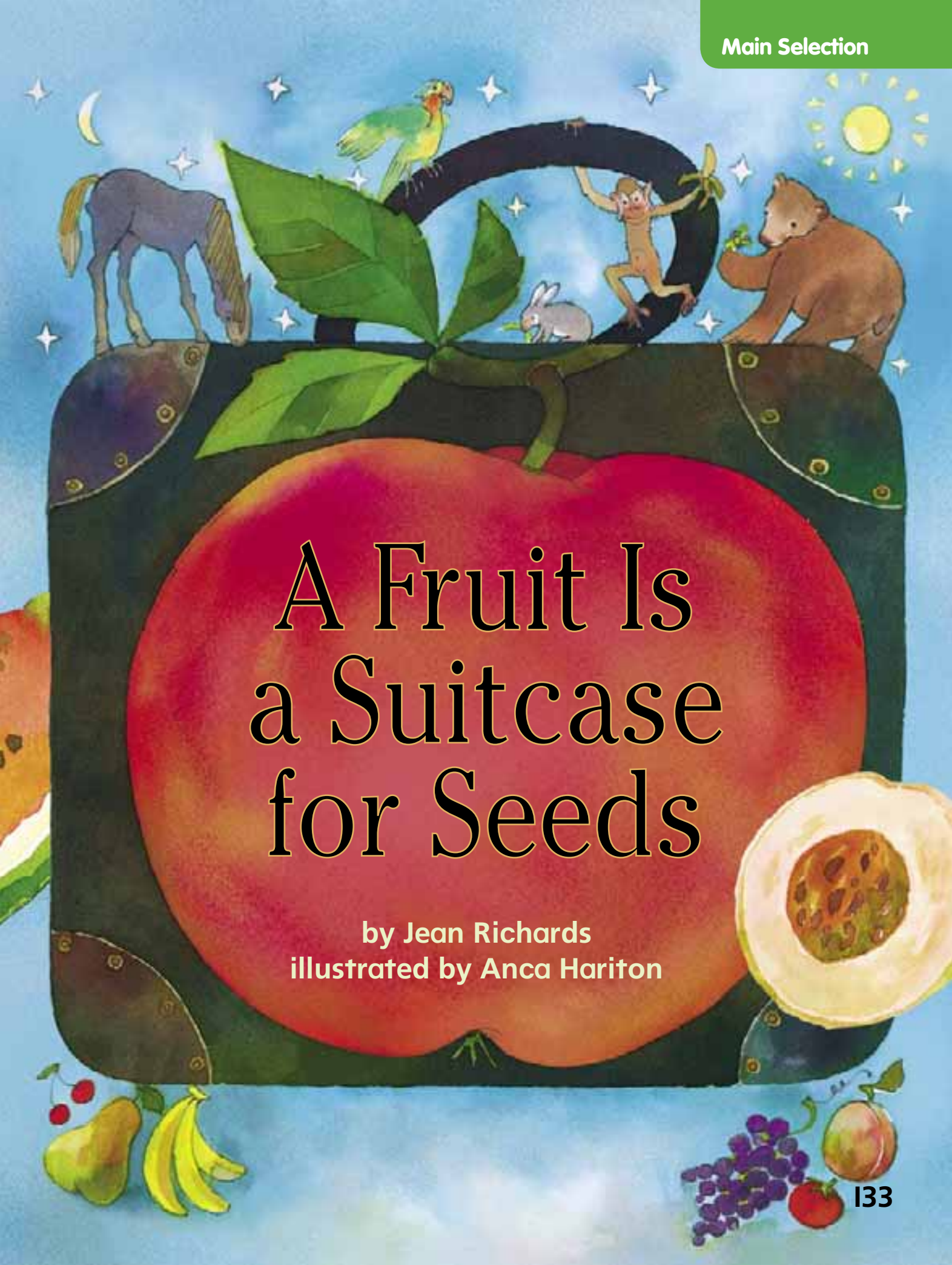
As you read, use your **Classify and Categorize Chart**.

One Seed	Many Seeds
1	1
2	2

Read to Find Out

What fruits have one seed? What fruits have many seeds?

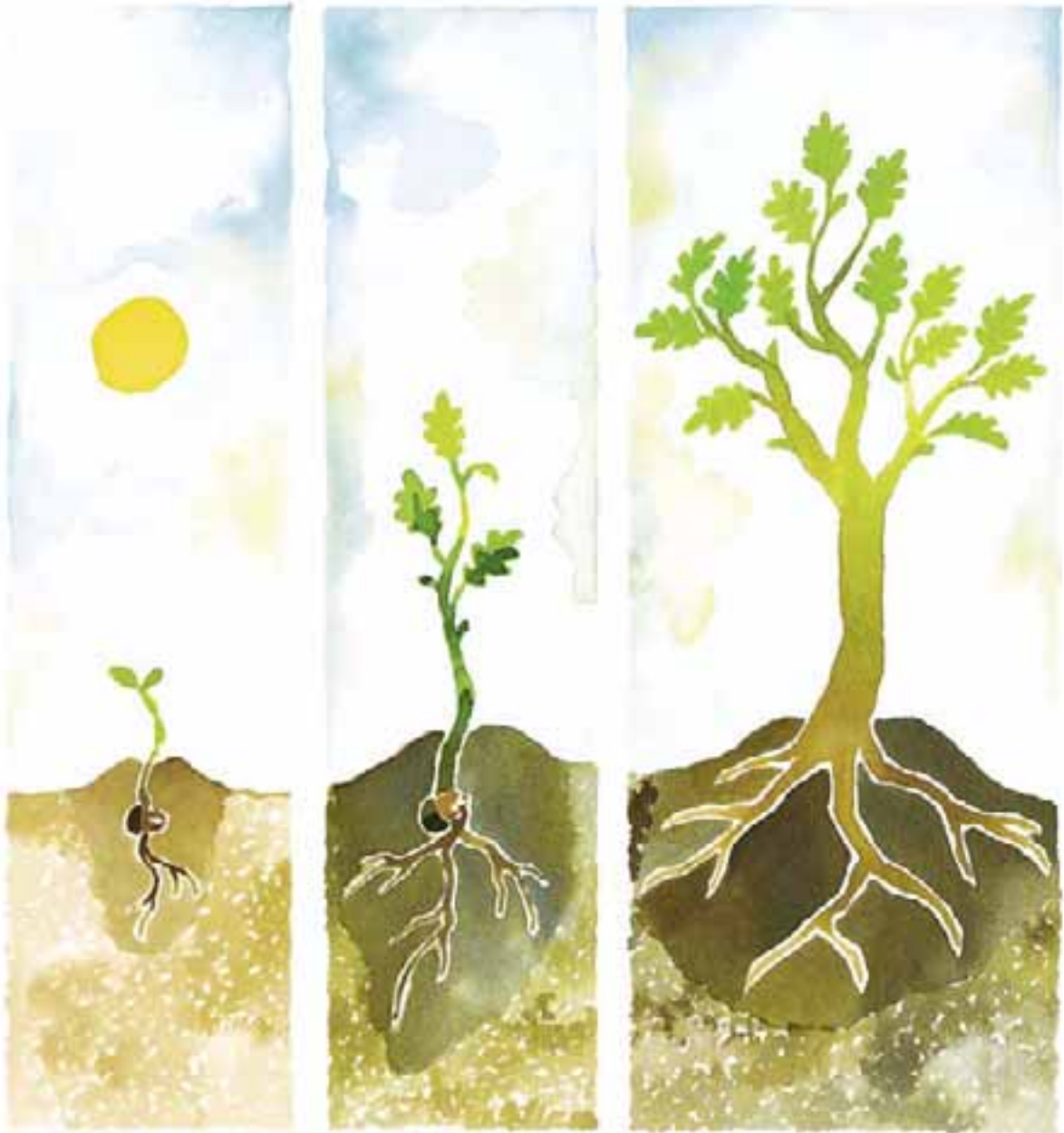




A Fruit Is a Suitcase for Seeds

by Jean Richards
illustrated by Anca Hariton

Most plants have seeds. When you put a seed in the **ground** and water it, a new plant will grow **from** it. First, a seedling peeks out of the dirt. Then it grows into a plant.





Seeds often travel to faraway **places**.
If seeds did not travel, too many
plants would grow in one place. It
would be very **crowded**!



Some seeds travel on the wind.
Some seeds travel in the water.
Many seeds travel inside fruits.

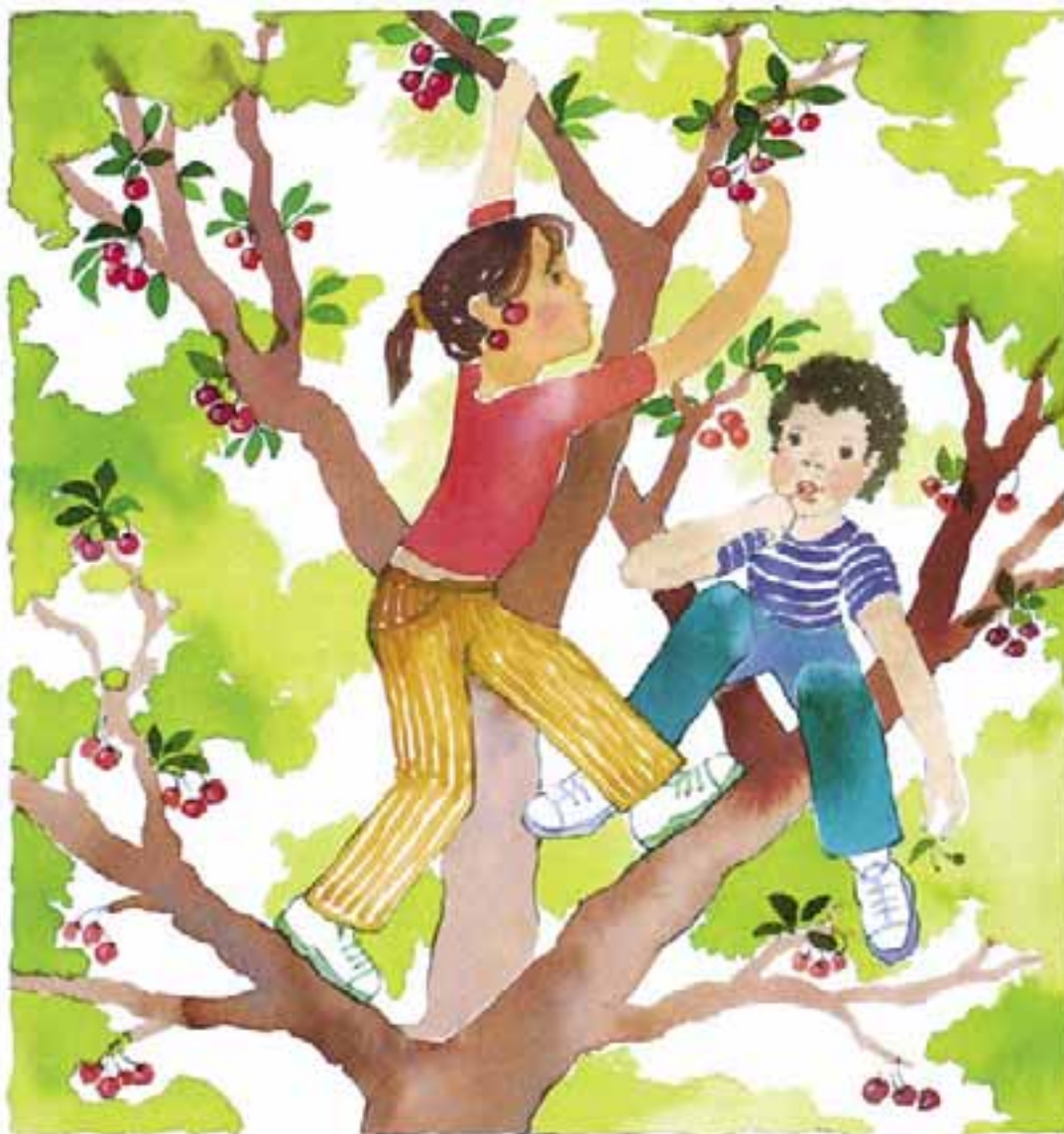
pomegranate

The fruit is like a suitcase for the seeds.
It protects them on their trip.





Fruits look **beautiful** and taste good,
so **animals** and people eat them, and
drop the seeds in different places.



Some fruits carry one big seed
inside them. The seed is called a pit.
A cherry is one of these fruits.



peach



plum



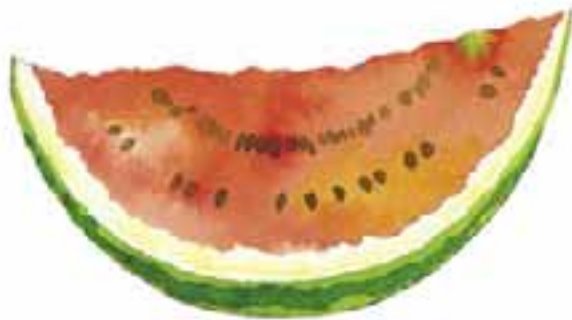
apricot



Some fruits have many small seeds inside them. An apple is one of these fruits.



lemon



melon



pear



Some fruits have many, many **tiny** seeds inside them. A kiwi is one of these fruits.



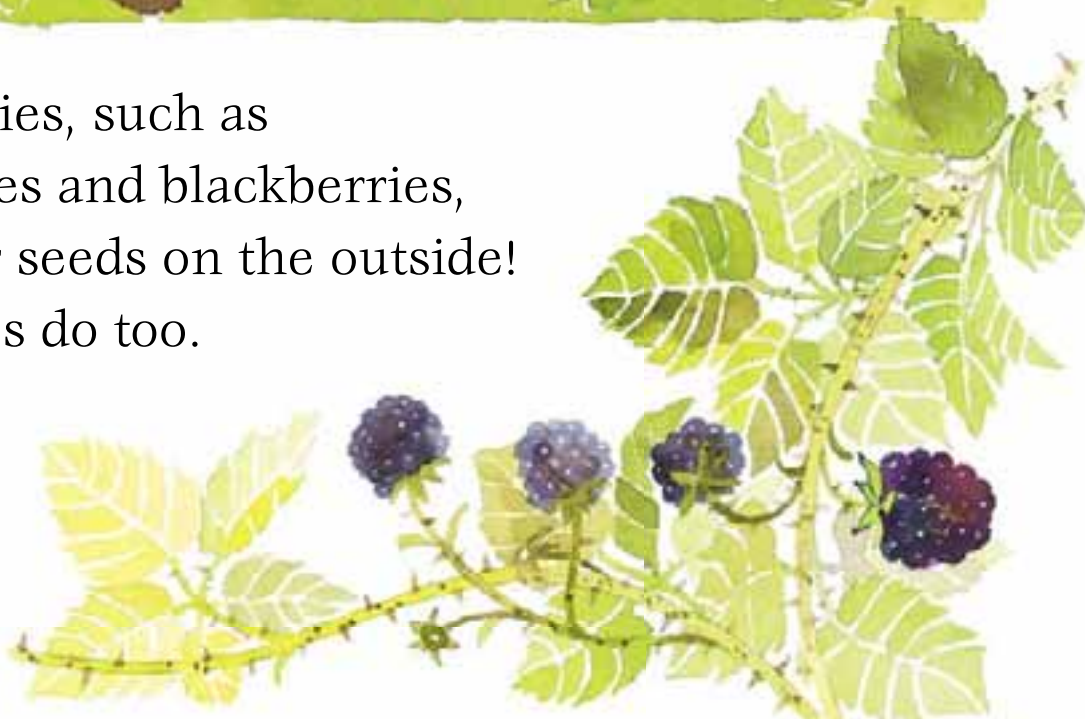
blueberry



banana



Many berries, such as strawberries and blackberries, carry their seeds on the outside! Raspberries do too.



Some vegetables we eat are
really fruits. They carry seeds too.
Peas are seeds.



tomato



butternut squash

Can you find the seeds on this
ear of corn?

Hint: it's the **part** you eat.





I'll bet you didn't know that every time you eat a peach, a cherry, an avocado, a plum, a cucumber, a tomato, a grape, an apple, an orange, a pea, a pear, a melon, a banana, or a blueberry,

you're really eating a suitcase...



...a suitcase for seeds!



Anca Hariton's Colorful World



Anca Hariton started drawing with colored pencils when she was a child. She likes to write and draw pictures for books about the miracles of nature.



Find out more about
Anca Hariton at
www.macmillanmh.com



Illustrator's Purpose

Anca Hariton wanted to draw things in nature. Draw a fruit you like. Tell what it looks like on the outside and what its seed looks like.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards



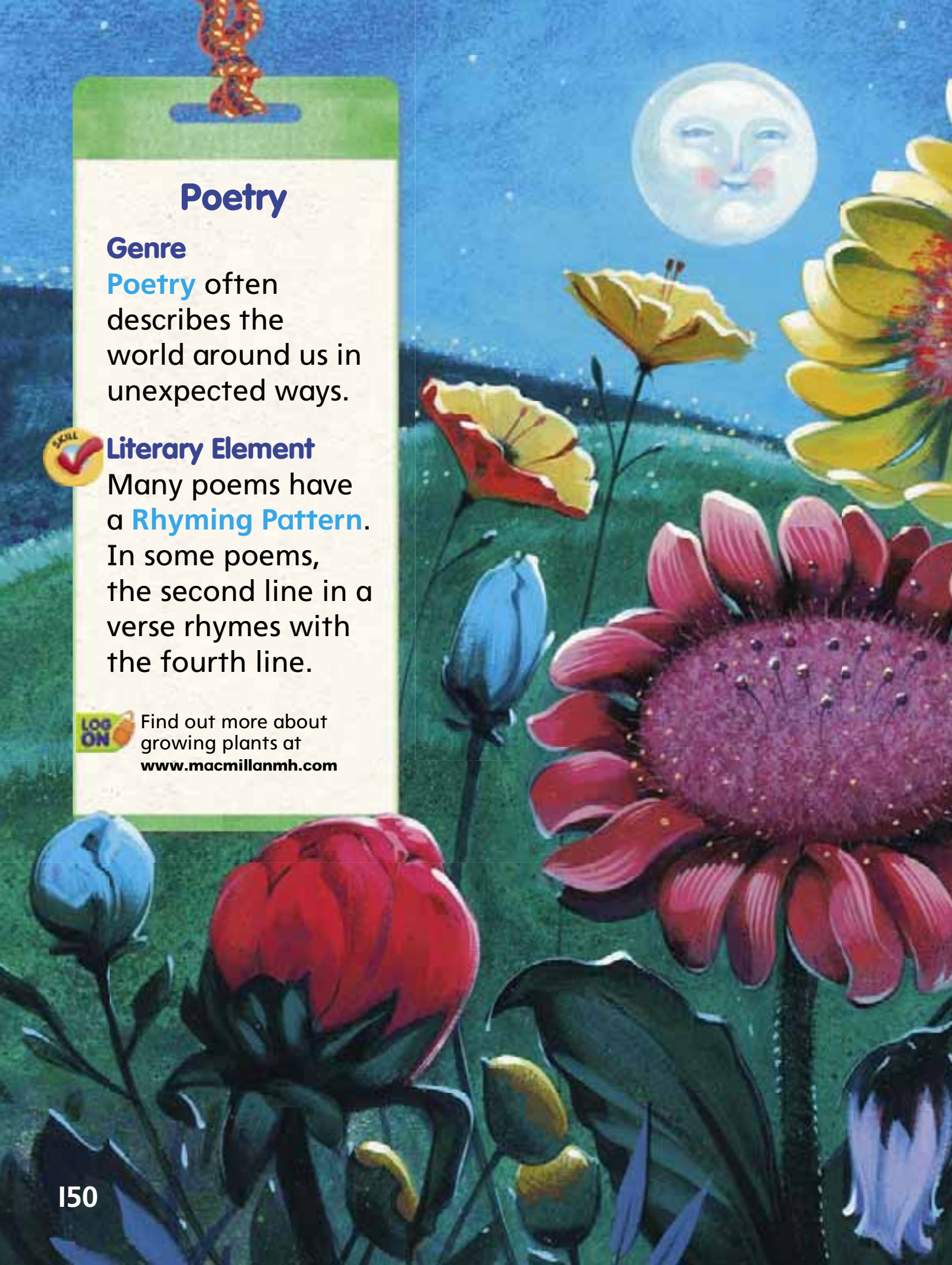
Think and Compare

1. Which fruits have one big seed?
Which fruits have many smaller seeds?

One Seed	Many Seeds
1	1
2	2
3	3

2. Which fruits and vegetables in the story do you eat? Which do you like best?
3. How do seeds that travel help people and animals?
4. What do *A Fruit Is a Suitcase for Seeds* and "Beautiful Plants" each tell about plants?





Poetry

Genre

Poetry often describes the world around us in unexpected ways.



Literary Element

Many poems have a **Rhyming Pattern**. In some poems, the second line in a verse rhymes with the fourth line.



Find out more about growing plants at www.macmillanmh.com

READ TOGETHER

Flowers at Night

by Aileen Fisher

Some flowers close their petals,
blue and red and bright,
and go to sleep all tucked away
inside themselves at night.

Some flowers leave their petals
like windows open wide
so they can watch the goings-on
of stars and things outside.

Connect and Compare

How is the author's purpose in *A Fruit Is a Suitcase for Seeds* different from this poet's purpose?

Write a Poem About Fruit



Writing

Antonym

An **antonym** is a word that means the opposite of another word.

Ruby wrote a poem about bananas.

I love bananas.
Some are big.
Some are little.
But they are all soft
and yellow.



Your Turn



Write a poem about a fruit you like.

Tell what it looks like, feels like, or tastes like.



Writer's Checklist



Do I write details about my favorite fruit?



Do I include describing words?



Do I use synonyms or **antonyms** in my poem?



Test Strategy

Author and Me

Think about what
the author tells you.
Think about what
you know.

All About Giraffes

What Can You See?

What can you see way up high,
With your neck reaching the sky?
Your feet look so small,
But your legs make you tall!



The Tall Giraffe

Giraffes are the tallest mammals.
They have very long necks and legs.
A male giraffe is called a bull.
They can be as tall as 19 feet.
A female is called a cow.
They can be as tall as 16 feet.

A giraffe's long neck helps it eat leaves in trees. The leaves have water in them. So the giraffe can get a drink, too.

Tip

Think about what you know.

Directions: Answer the questions.

1. How is the giraffe in the poem like other giraffes?

- ☐ It needs a lot of water.
- ☐ It has long legs.
- ☐ It has spots like a cow.

2. Why do giraffes live near trees?

- ☐ They like shade.
- ☐ They don't like the sky.
- ☐ They eat leaves.

3. Where does a giraffe get water?

☐☐☐

Writing Prompt

Write about your favorite wild animal.
Tell why you think it is the best animal.
Write four or more sentences.



Writing Prompt

Write about your favorite wild animal.
Tell why you think it is the best animal.
Write four or more sentences.



Bugs, Bugs, Bugs!





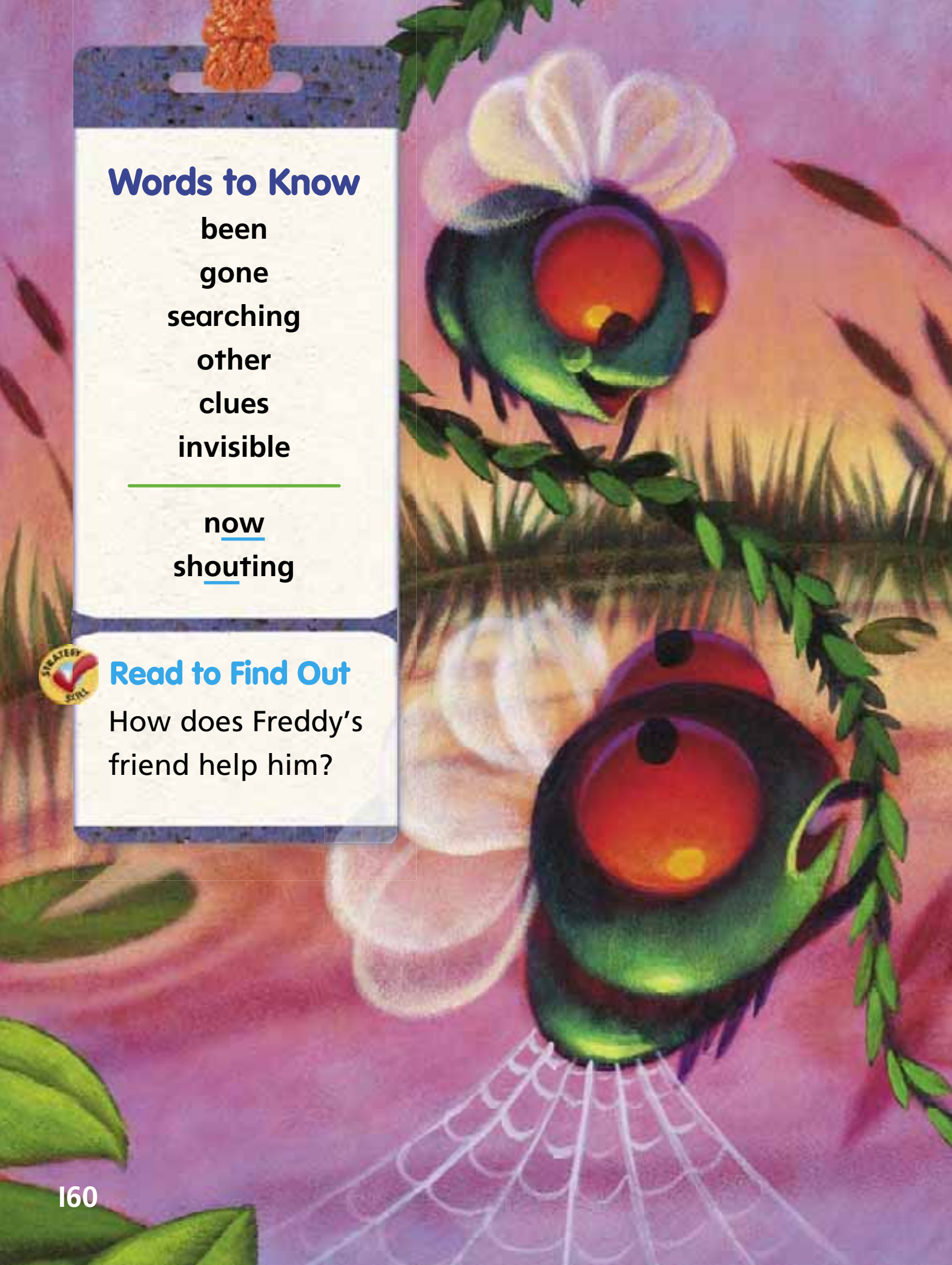
Talk About It

What bugs do you know? What are they like?



Find out more about bugs at www.macmillanmh.com





Words to Know

been
gone
searching
other
clues
invisible

now
shouting



Read to Find Out

How does Freddy's friend help him?

Where Has Freddy Gone Now?

Fern and Freddy have always **been** best friends. So Fern was sad when she couldn't find him.

"Where has he **gone**?" she said.
"I must start **searching** for him now."

Fern went from one end of the pond to the **other**. But she couldn't find any **clues**.

"He's not **invisible**," she said.

Then Fern heard Freddy shouting. He was trapped in a web. In a flash, Fern pulled him out.

"Let's get out of here!" said Freddy, and off they went.

Comprehension

Genre

In a **Mystery**, the characters use clues to figure something out.



Reread

Use Illustrations

As you read, use your **Illustrations Chart**.

Illustration	What It Shows

Read to Find Out

Where do Dot and Jabber find bugs?



Dot and Jabber

and the Big Bug Mystery

by Ellen Stoll Walsh



Dot and Jabber, the mouse detectives, were looking for a mystery to solve. They walked through the meadow and stopped to watch some bugs.

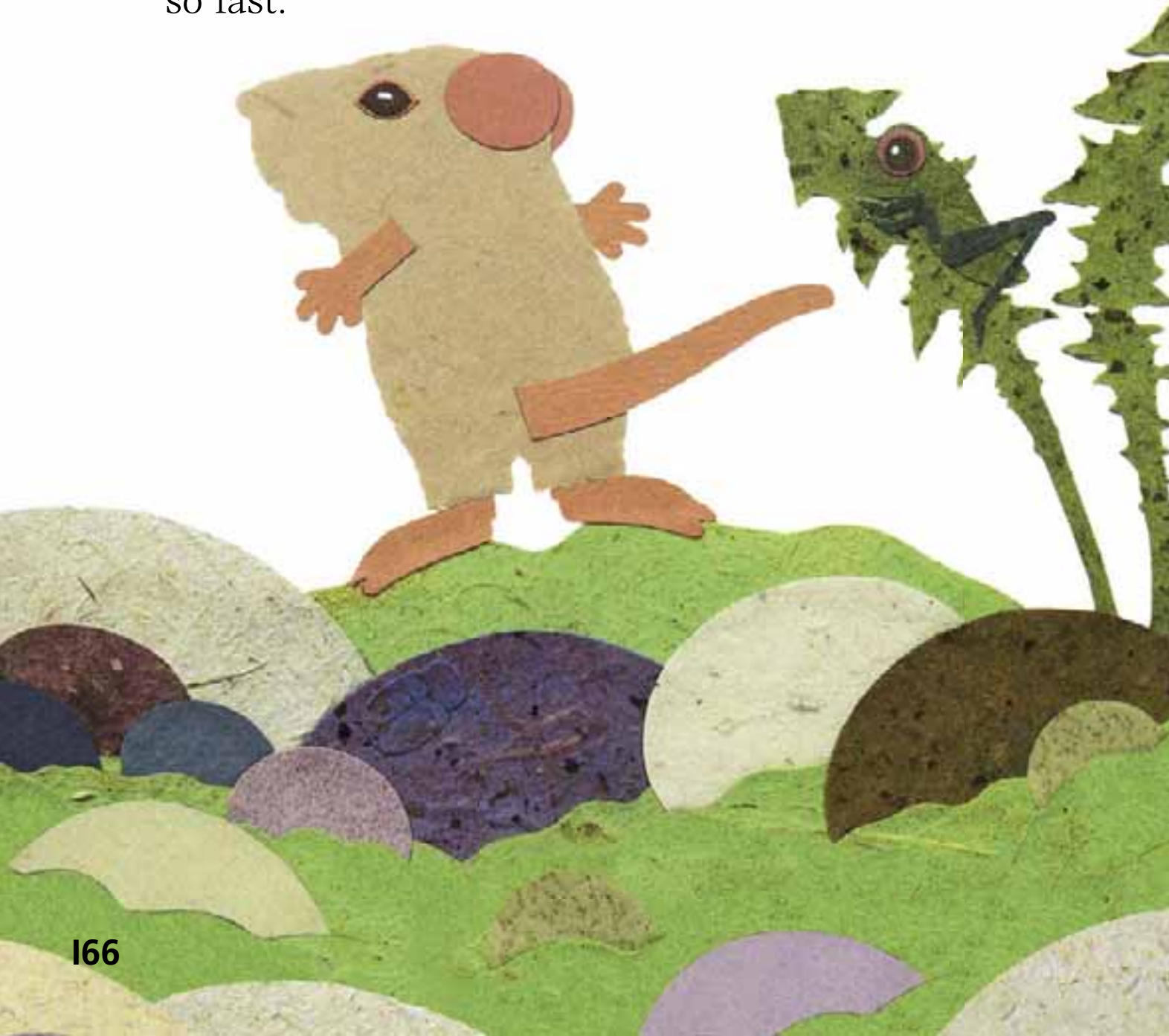




The mice thought they heard something.
They turned to see, and when they
turned back, the bugs had disappeared.

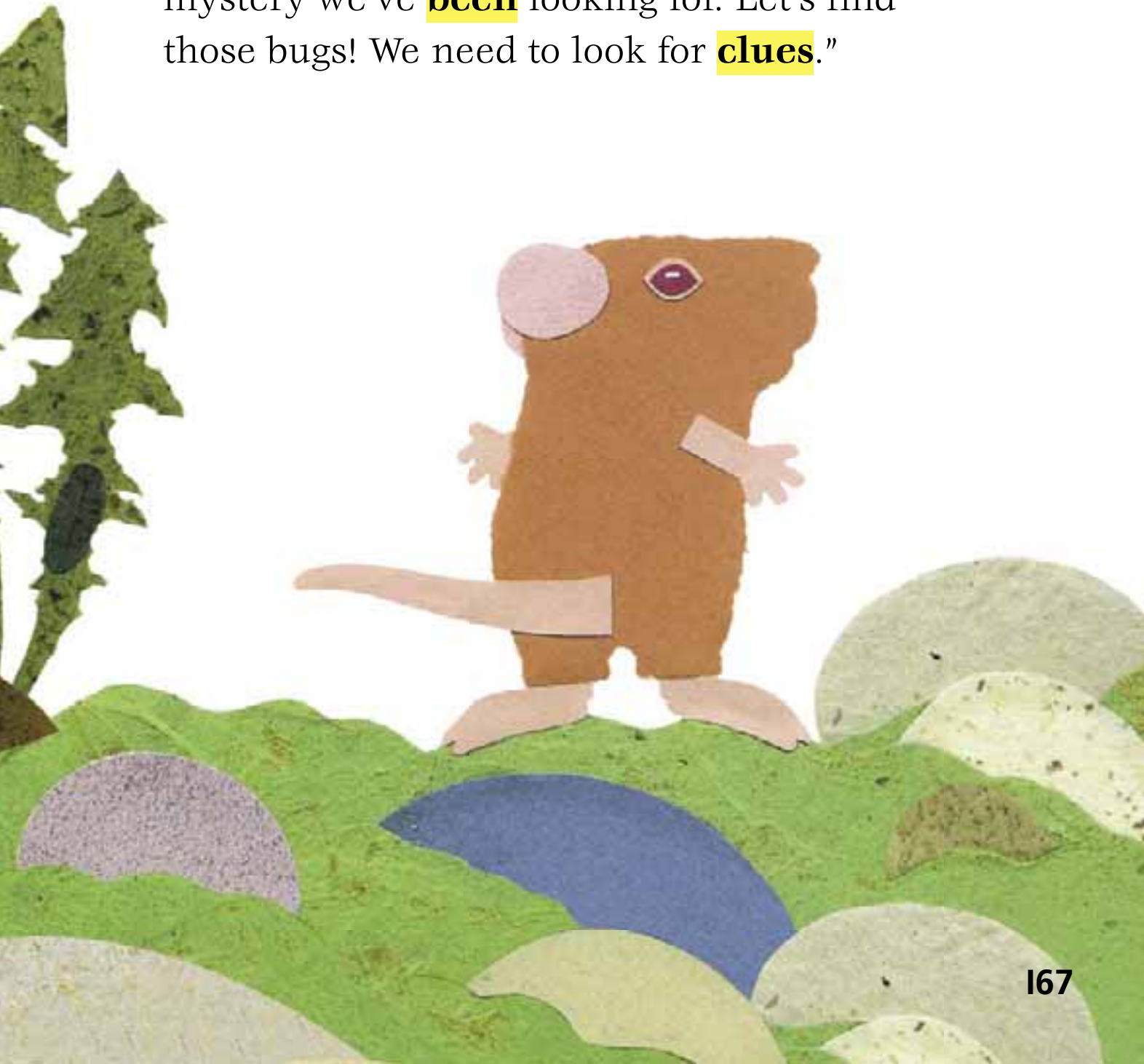
“Wow,” said Jabber. “The bugs vanished.
Poof!”

“They must be around here someplace,”
said Dot. “They couldn’t have **gone** away
so fast.”



“Then they’re **invisible**,” said Jabber. “I can’t see them at all, and I’m looking.”

“Come on, Jabber,” said Dot. “This is the mystery we’ve **been** looking for. Let’s find those bugs! We need to look for **clues**.”





“Dot, listen,” Jabber whispered. “I think I hear one.”

“One what?” said Dot.

“One clue. *Shhh*. Let’s go check.”

The mice crept over the hill.



“It’s a sparrow,” Jabber said. “No wonder the bugs disappeared. Sparrows eat bugs.”

“Not me,” the sparrow said. “I’m going to find some berries. They don’t vanish when you want one.”

And he hopped off.





“Now that the sparrow is gone,” said Dot,
“why don’t the bugs come back?”





“They’re hiding from the toad,” said a rabbit.
“Toads eat bugs, too.”



“Where is the toad?” said Dot.

“Hiding from things that eat toads,” said the rabbit.

“I don’t get it,” said Jabber. “Everybody’s hiding, but I don’t see anyplace to hide.”



“Maybe we don’t know how to look,” said Dot. “Let’s keep **searching**. The bugs can’t be far away.”

“They’re watching us,” said Jabber. “I can feel it.”

“I can, too,” said Dot.



“This gives me goose bumps,” said Jabber.
“They can see us, but we can’t see them. I wonder what else is out there watching us?”

Dot caught her breath. “Jabber, quick. Something moved.”

“I don’t see it,” said Jabber.

“Look,” said Dot. “It’s moving again.”



Some butterflies rose from the meadow
and flew away.



“Wow, butterflies!” said Jabber. “I think the butterflies are a clue. They were hiding in plain sight, and we didn’t even see them. Maybe the **other** bugs are hiding in plain sight, too.”

“Oh!” said Dot. “Do you mean they’re pretending to look like something else? Let’s see if you’re right.”



“Dot,” said Jabber. “Do rocks breathe?”

“Of course not,” said Dot.

“Then I’ve found the toad.”





“Jabber,” said Dot. “I found the bugs!”

“*Shhh*,” said a grasshopper.

“You’re right, Dot. There are lots of bugs here!” said Jabber. “We just have to know how to look.”





The grasshopper sighed. "Go ahead. Tell the toad where we are. Tell the whole world. What are a few bugs, more or less? I'm out of here."

"Wait for us!" said the other bugs.





“Well,” said Dot, “the bugs have really disappeared now. But not before the great mouse detectives solved another mystery!” Dot looked around. “Jabber, where are you?”

“Try to find me,” said Jabber. “I’m hiding in plain sight!”





Making Pictures with Ellen Stoll Walsh

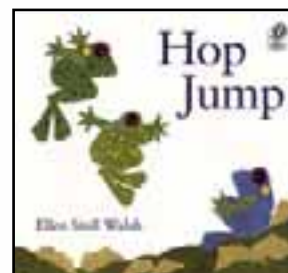
Ellen Stoll Walsh says, “We have always loved stories in my family.” When she started reading stories to her son, she decided to write and make pictures for children’s stories, too. She often makes the animals in her books out of cut paper. She uses colored ink for her drawings.



Other books by Ellen Stoll Walsh



Find out more about
Ellen Stoll Walsh at
www.macmillanmh.com



Author’s Purpose

Ellen Stoll Walsh wanted to write a story about mice.

Write about an animal you like. Tell about where it lives.

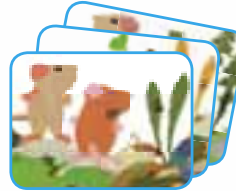




Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. How do the pictures help you understand the story?
2. What part of the story did you like best? Tell why.
3. Why do the bugs in the story seem to disappear? Have you seen other animals disappear like that?
4. How would Dot and Jabber look for Freddy in "Where Has Freddy Gone Now?"

Illustration	What It Shows

Science

Genre

An encyclopedia gives information about many topics. An **Encyclopedia Entry** tells about one topic.



Text Feature

A **Head** tells what information is in a section.

Content Words

insects
protects
senses



Find out more about insects at www.macmillanmh.com

The World of Insects

Insects are everywhere. There are more **insects** than any other kind of animal.



Kinds of Insects

There are all kinds of insects. The ladybug, housefly, and ant are all insects.

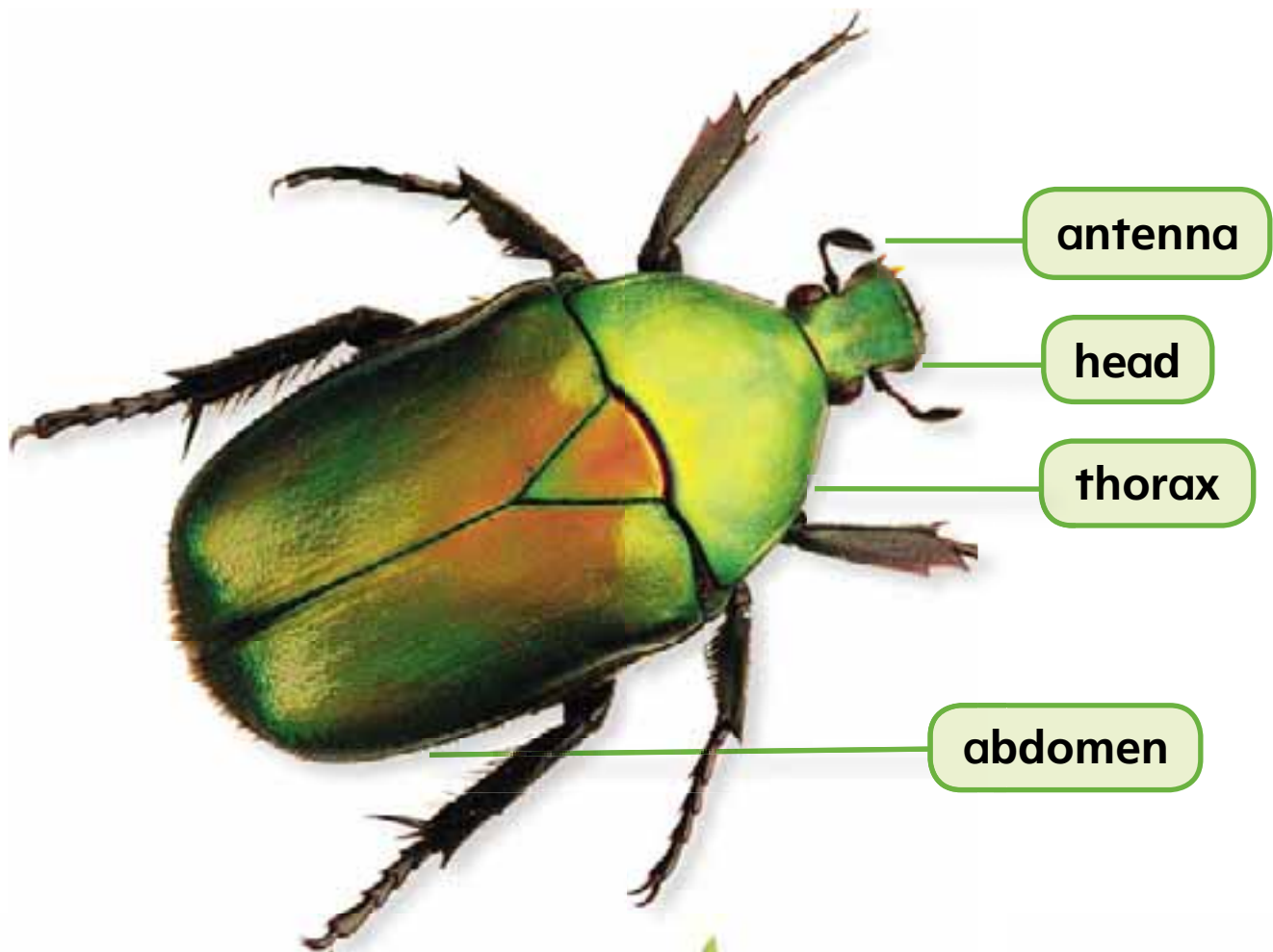
Some insects can fly. Many insects can not. Some live in water. But most live on the land. Some kinds of insects live and work together, like bees or ants. But most insects do not.





The Body of an Insect

All insects have six legs. All insects have three body parts. Insect bodies have no bones. The outside of an insect's body is hard. The hard outside **protects** its insides. Many insects have antennae.

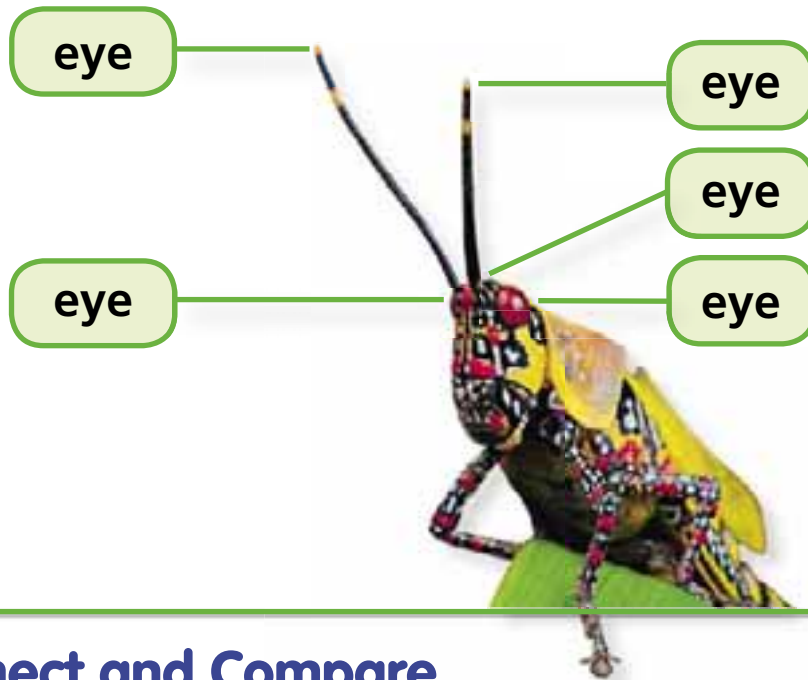


Insect Senses

Insect **senses** are not like people's senses. Many insects smell with their antennae. Bees taste with their antennae. Flies taste with their feet.



Insects do not see the same as people do. Some insects have more than two eyes. A grasshopper has five eyes. It can see on all sides.



Connect and Compare

How are the insects in *Dot and Jabber* and the *Big Bug Mystery* like the insects in this article?





Writing

Subjects

The **subject** of a sentence tells who or what the sentence is about.

Write About a Bug

Ryan wrote about a dragonfly that he saw.



I saw a dragonfly at the pond.
It was a really big bug. Its
wings were long and shiny. The
dragonfly was very fast. I saw
it catch a bee!



Your Turn

Think about a bug you have seen.

Tell what the bug looked like.

Tell what the bug did.



Writer's Checklist

- ☒ Do my sentences make sense when I read them aloud?
- ☒ Does each sentence have a **subject**?
- ☒ Does each sentence end with the correct mark?

Your Turn

Think about a bug you have seen.

Tell what the bug looked like.

Tell what the bug did.



Writer's Checklist

- ☒ Do my sentences make sense when I read them aloud?
- ☒ Does each sentence have a **subject**?
- ☒ Does each sentence end with the correct mark?

Exploring Space



Talk About It

What do you think
it is like to travel
into space?



Find out more about
exploring space at
www.macmillanmh.com

Words to Know

bear
helmet
birds
Earth
space
table
guess
fooling

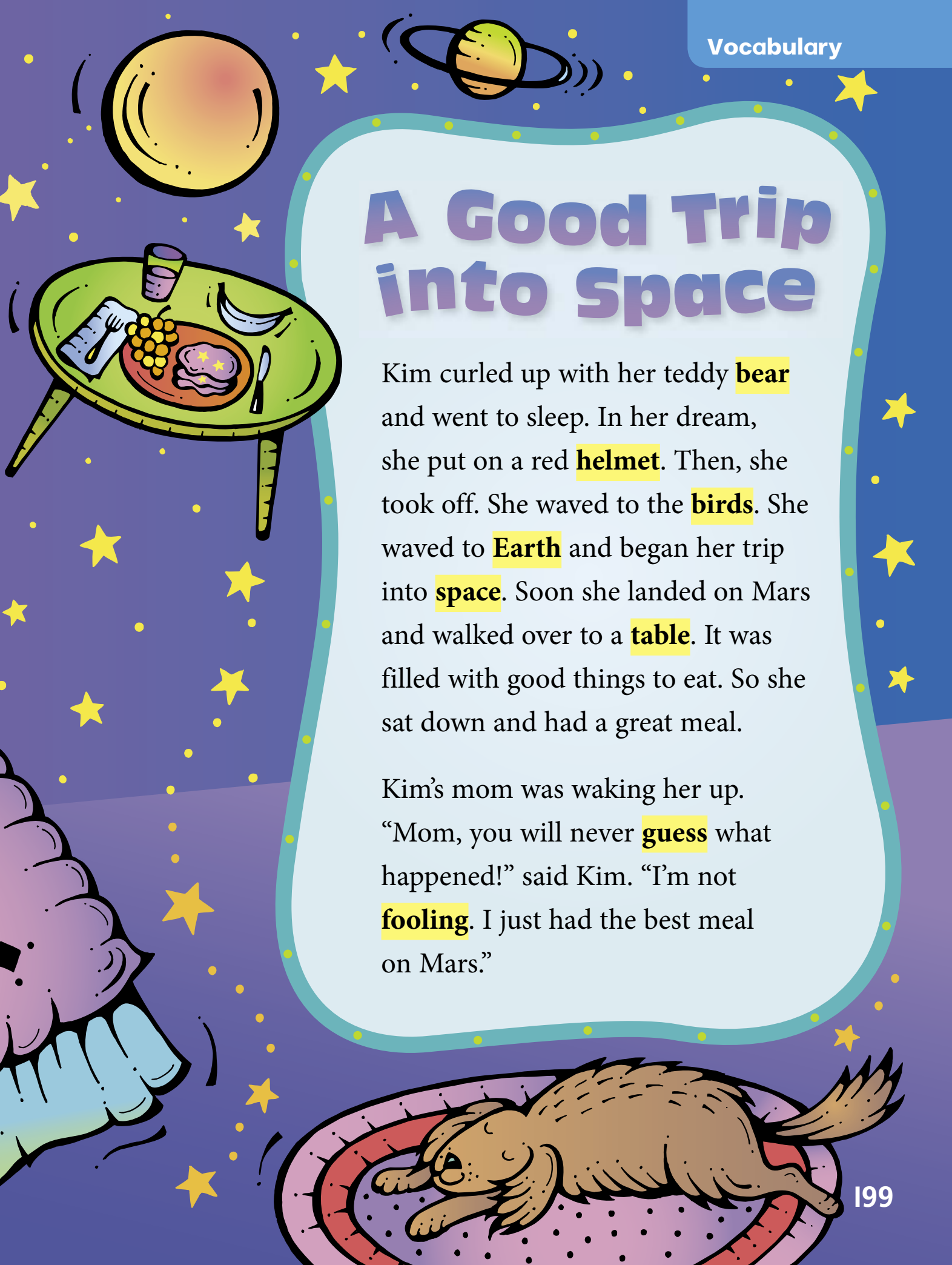
good
took



Read to Find Out

Does Kim really go
into space?





A Good Trip into Space

Kim curled up with her teddy **bear** and went to sleep. In her dream, she put on a red **helmet**. Then, she took off. She waved to the **birds**. She waved to **Earth** and began her trip into **space**. Soon she landed on Mars and walked over to a **table**. It was filled with good things to eat. So she sat down and had a great meal.

Kim's mom was waking her up. "Mom, you will never **guess** what happened!" said Kim. "I'm not **fooling**. I just had the best meal on Mars."

Comprehension

Genre

A **Fantasy** is a made-up story that could not really happen.



Reread

Make Predictions

As you read, use your **Predictions Chart**.

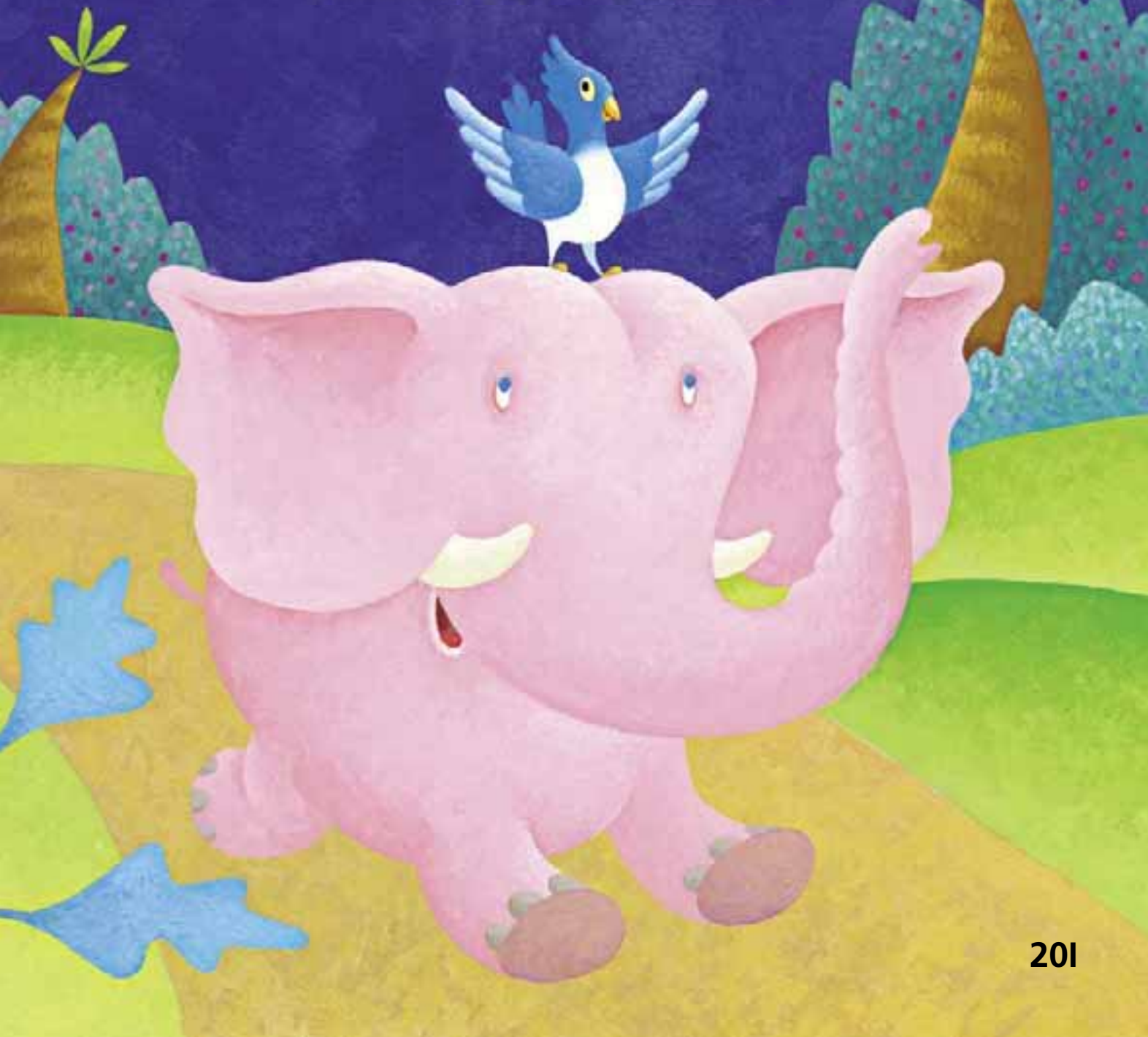
What I Predict	What Happens

Read to Find Out

Where are Blue Jay and Elephant going?

Blue Jay Finds a Way

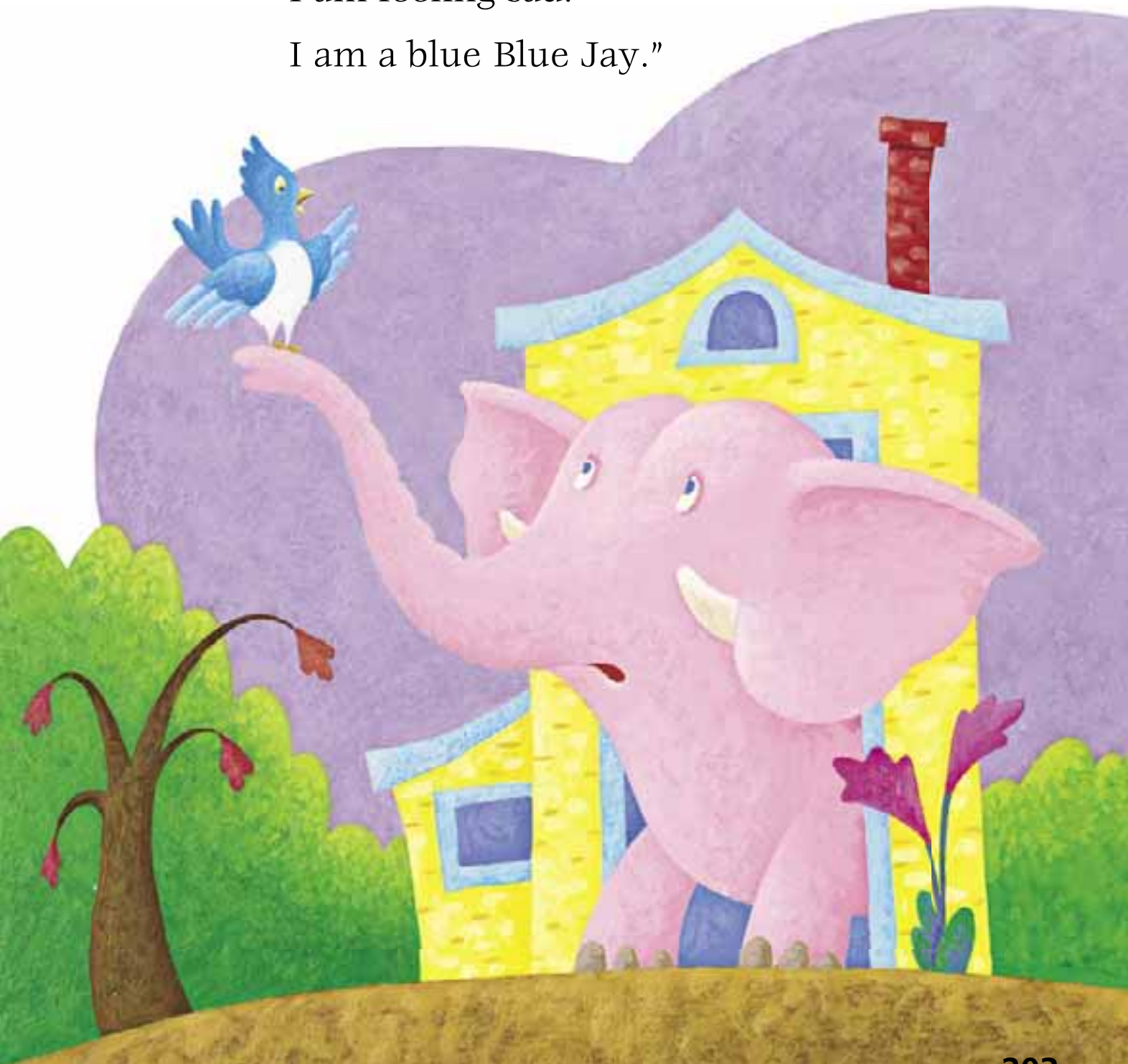
by Fran Manushkin
illustrated by Barry Rockwell

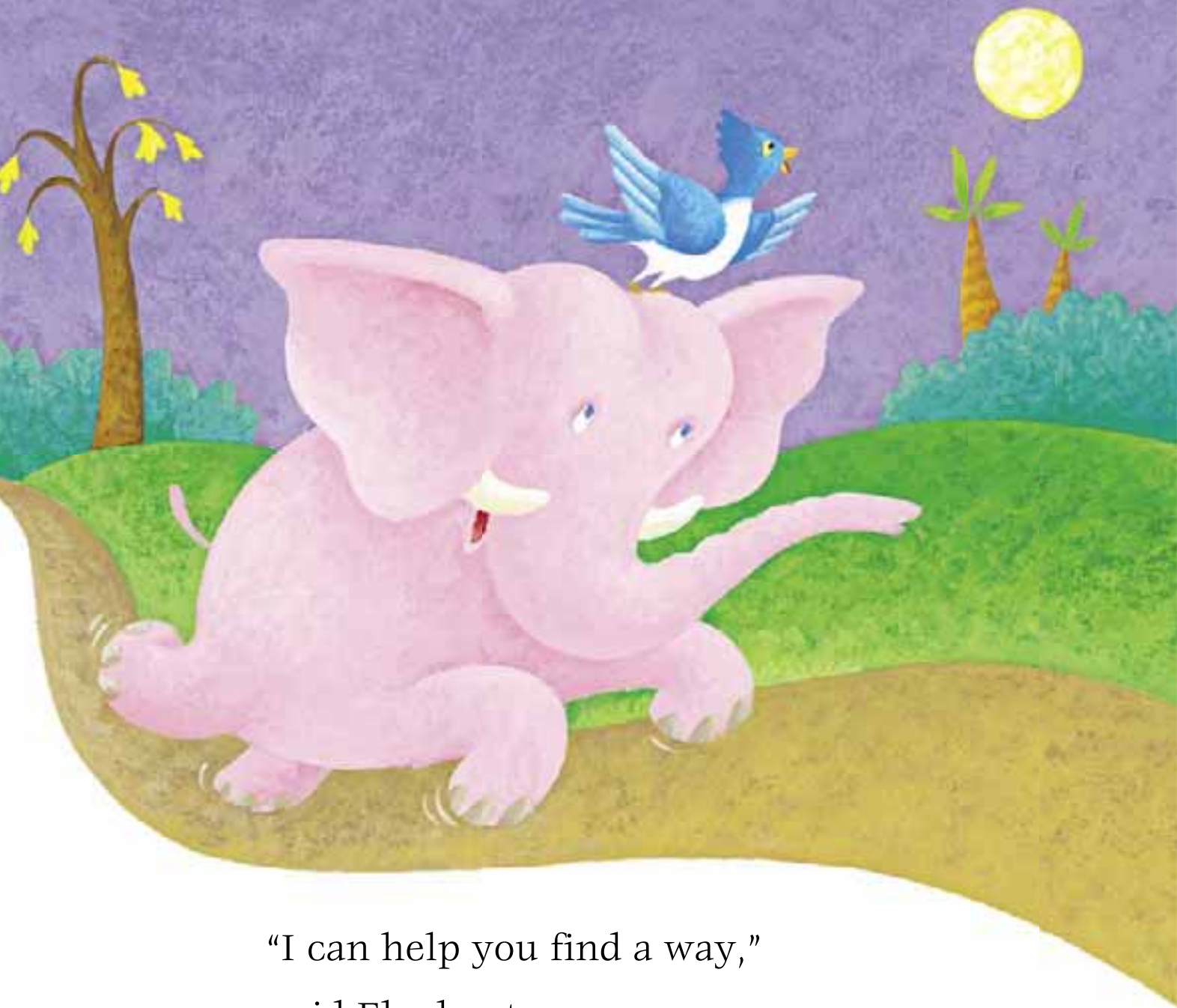




Blue Jay wanted to fly to the moon.
“Here I go!” said Blue Jay.
He flapped his wings
and flew and flew.
But he did not reach the moon.
It was too far.

Blue Jay told his friend Elephant,
“I want to go to the moon,
but I cannot find a way.
I am feeling sad.
I am a blue Blue Jay.”





“I can help you find a way,”
said Elephant.

“You can?” asked Blue Jay.

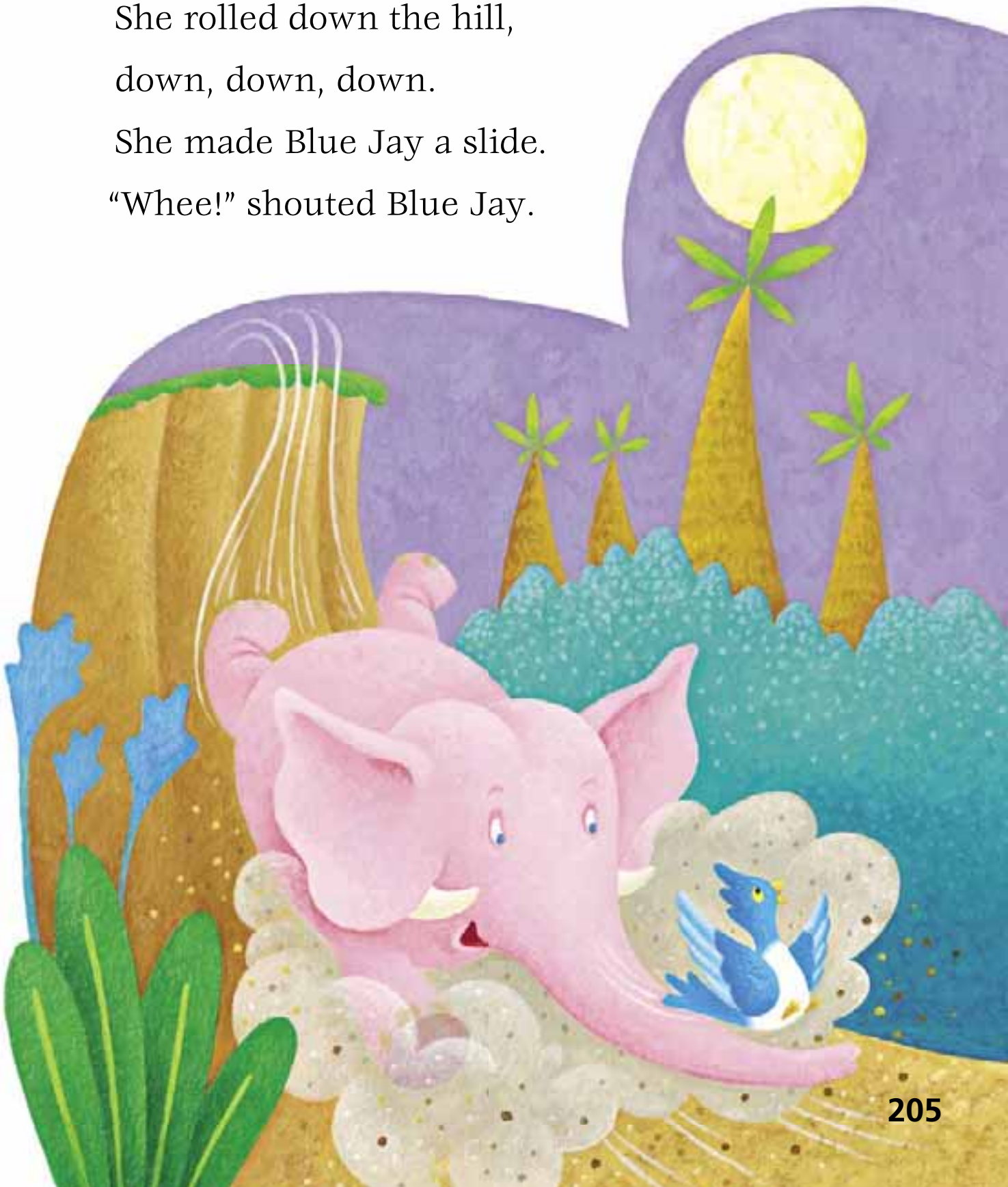
“I can!” said Elephant.

“I’ll take you to the moon. Hop on!”

Elephant began to run.

She flapped her ears like wings.

She ran to the end of the cliff and jumped.
But she did not reach the moon.
She rolled down the hill,
down, down, down.
She made Blue Jay a slide.
“Whee!” shouted Blue Jay.





“That was fun,” laughed Blue Jay.

“But I still want to find a way
to the moon!”

“I can help you find a way,” said Elephant.

“You can?” asked Blue Jay.

“I can!” said Elephant. “Let’s go on this boat.

Hop on!”

Elephant rowed the boat with her trunk.
She rowed and rowed.
But the boat just went around and around.
Then it tipped right over.
SPLASH!
Elephant fell out of the boat!
She sank into the mud.
Blue Jay got a cold shower.

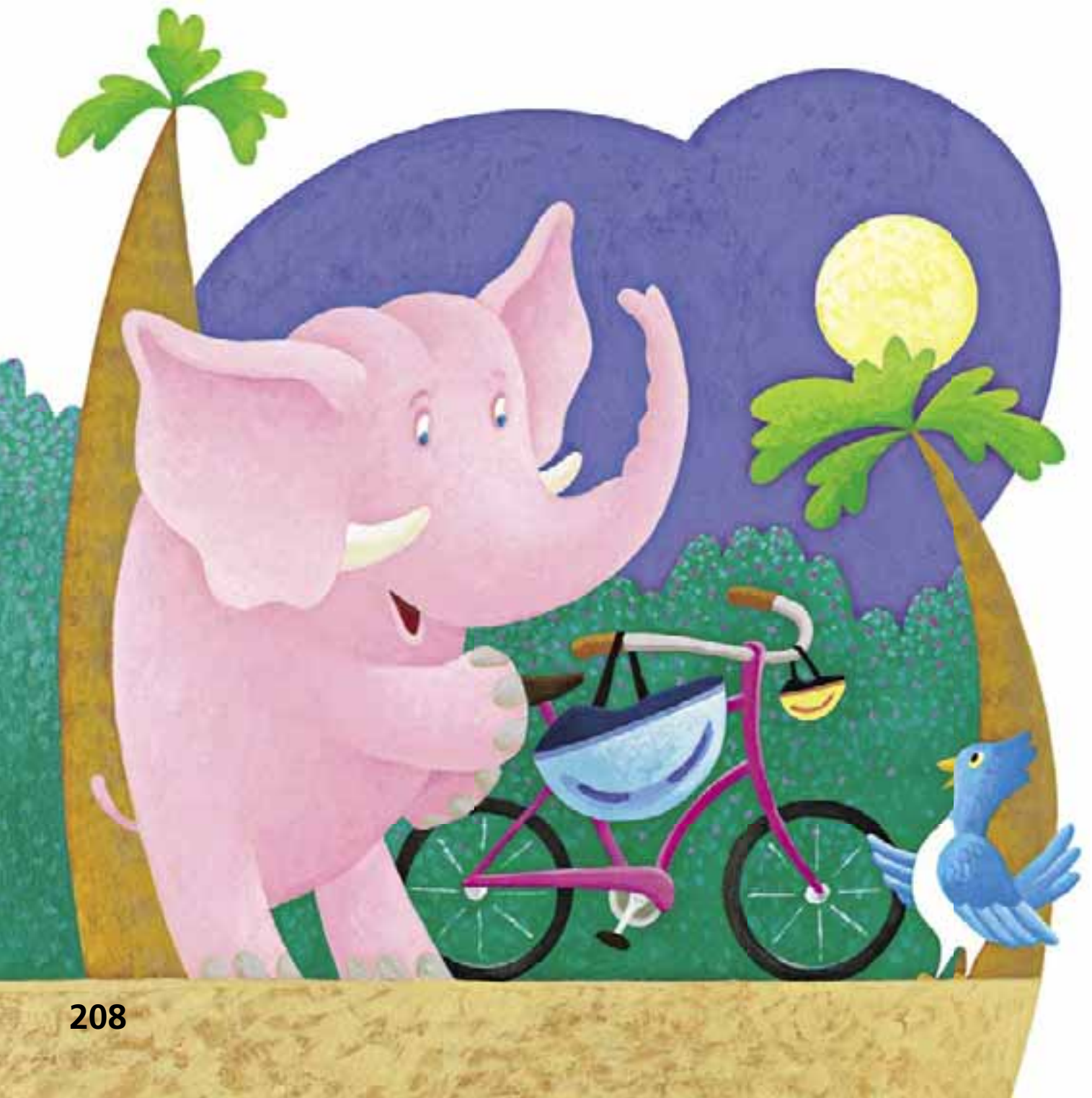


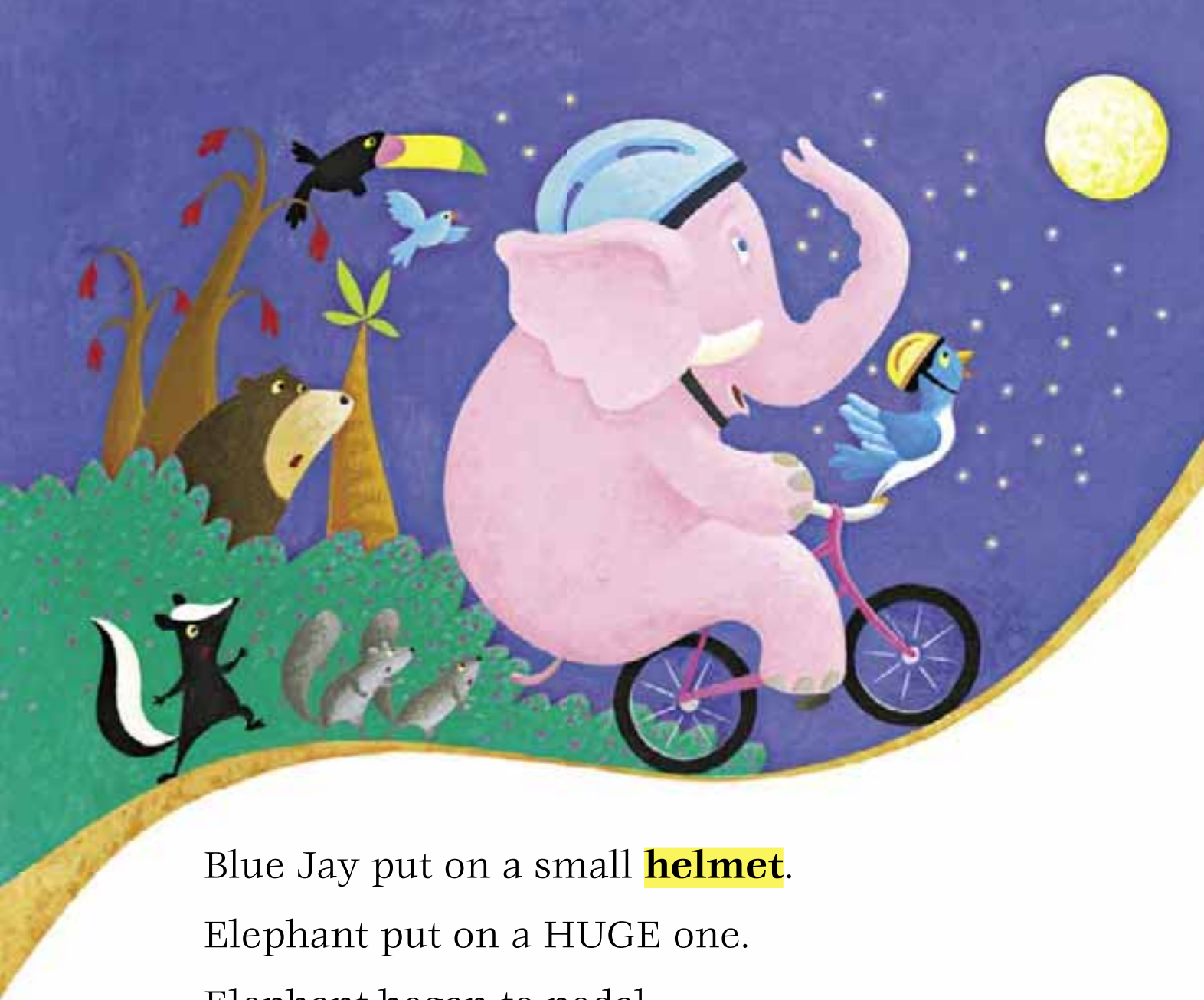
“That was fun!” laughed Blue Jay.

“But I still want to find a way to the moon!”

“We won’t give up,” said Elephant.

“Let’s ride this bike into **space**. Hop on!”





Blue Jay put on a small **helmet**.

Elephant put on a HUGE one.

Elephant began to pedal.

They rode through the woods.

They passed squirrels and **birds** and a skunk.

They even saw a **bear**.

“Look!” shouted Elephant. “We are in the stars!”

Blue Jay said, “Those are not stars.

They are fireflies!”

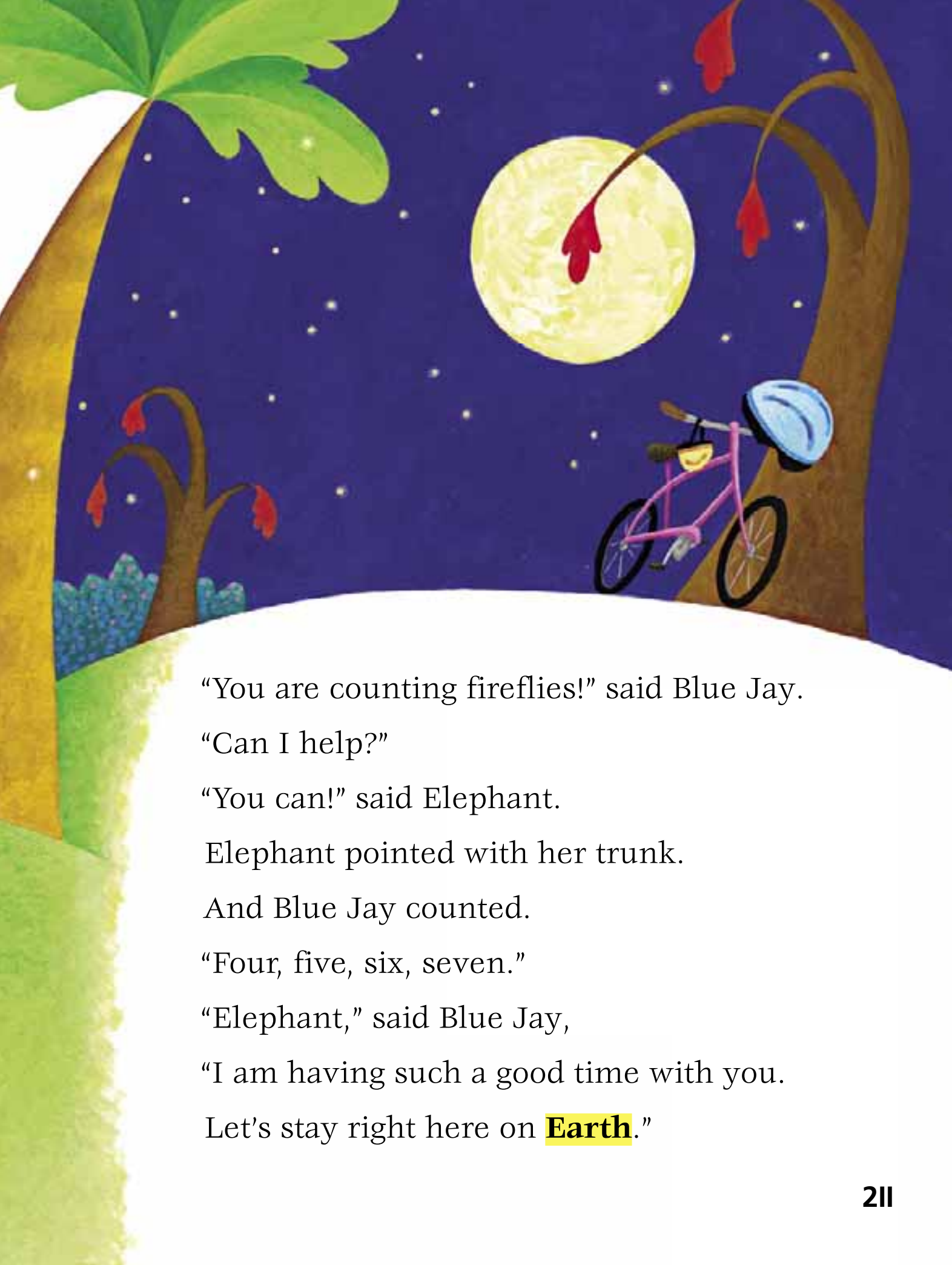
"I know what we can do," said Elephant.

"One, two, three..." she counted.

"What are you doing?" asked Blue Jay.

"Can you **guess**?" asked Elephant.





“You are counting fireflies!” said Blue Jay.

“Can I help?”

“You can!” said Elephant.

Elephant pointed with her trunk.

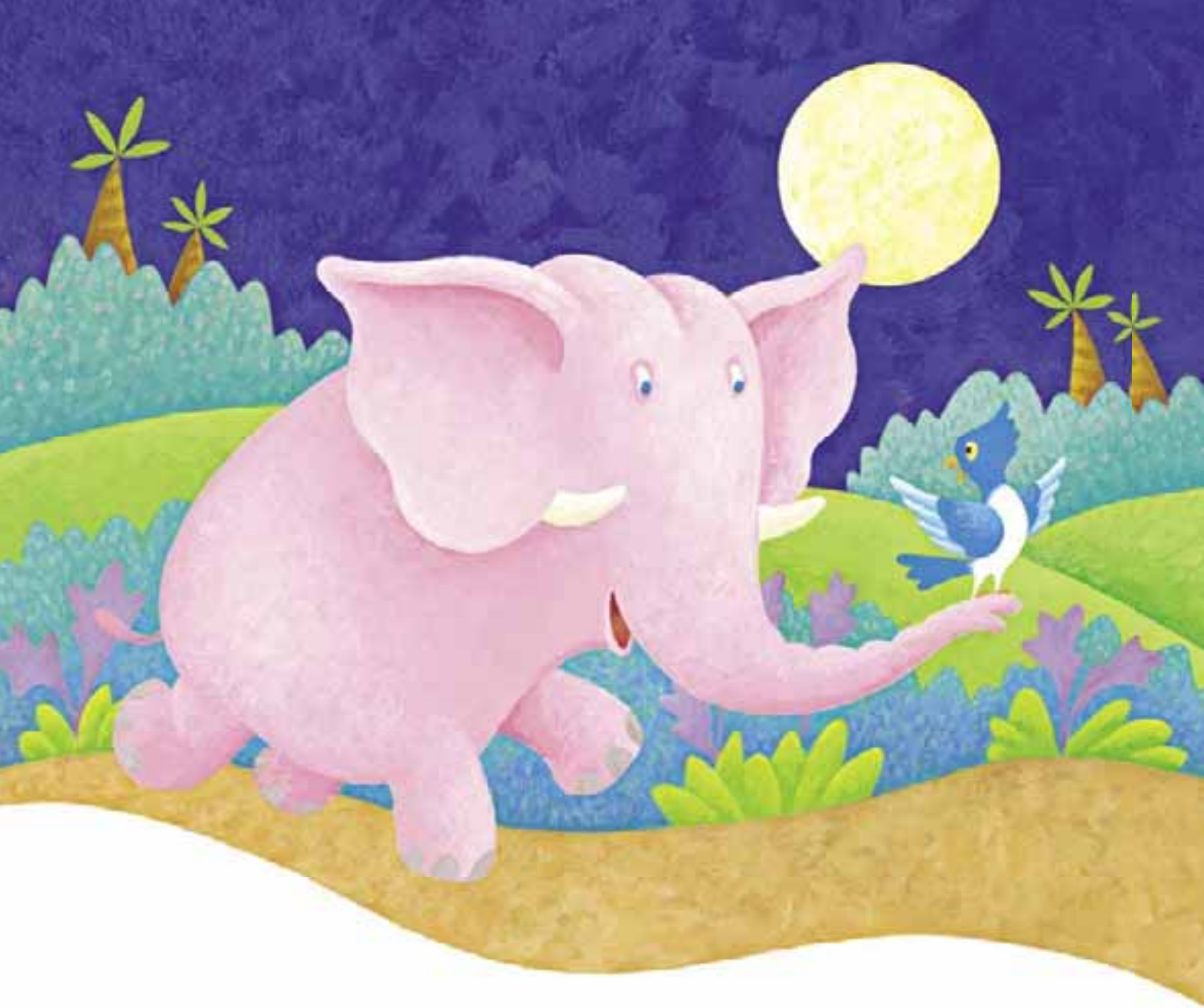
And Blue Jay counted.

“Four, five, six, seven.”

“Elephant,” said Blue Jay,

“I am having such a good time with you.

Let’s stay right here on **Earth.**”



"It's getting late," said Elephant.

"I'm hungry," said Blue Jay.

"Dinner is waiting on our **table**,"
said Elephant.

"Let's go!" said Blue Jay.

"I'll take you. Hop on!" said Elephant.

“Look!” Blue Jay shouted.

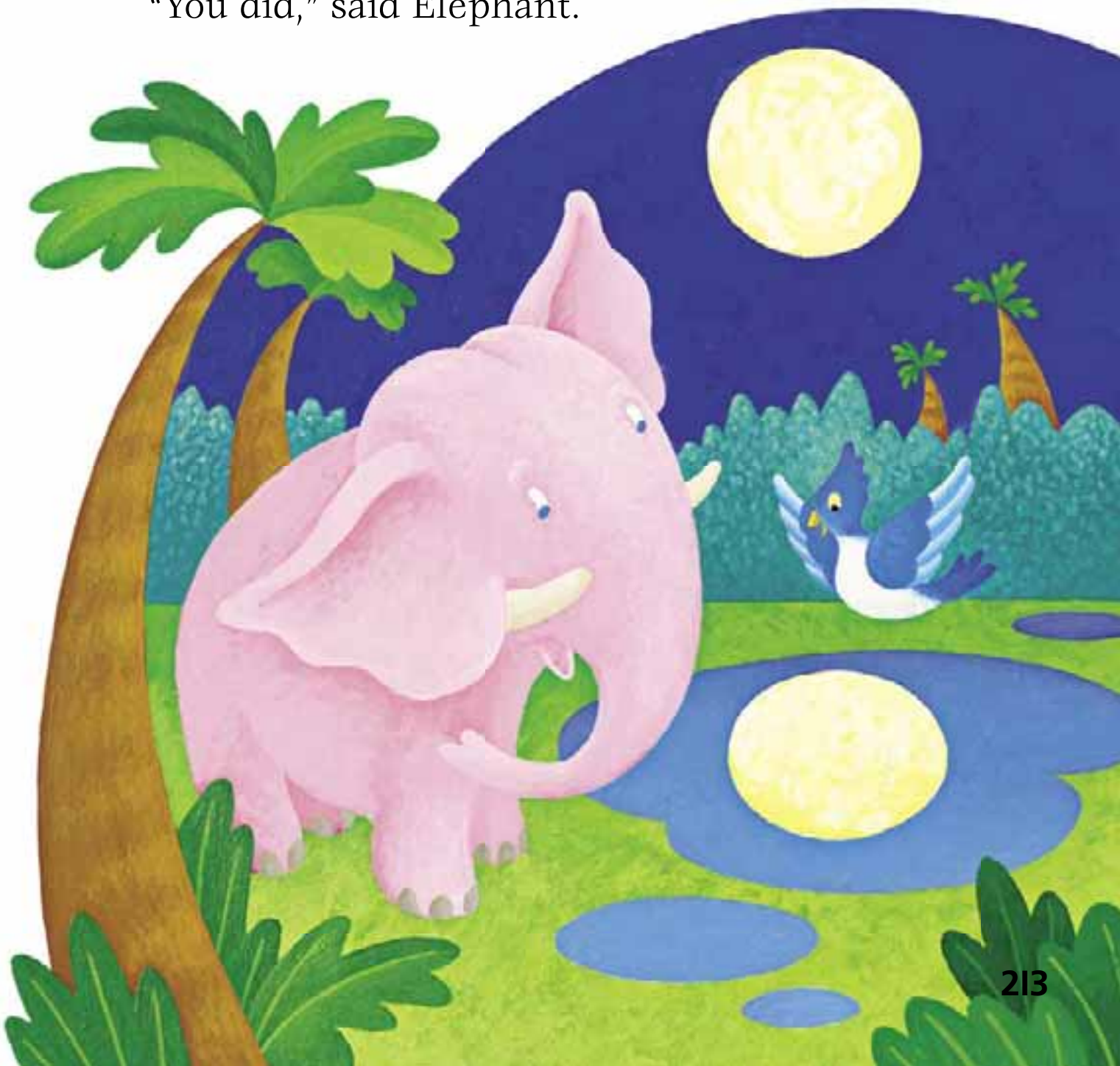
“We are at the moon! No **fooling!**”

“I see it,” cried Elephant.

“It is right here in this puddle!”

“I did find a way to the moon!” laughed Blue Jay.

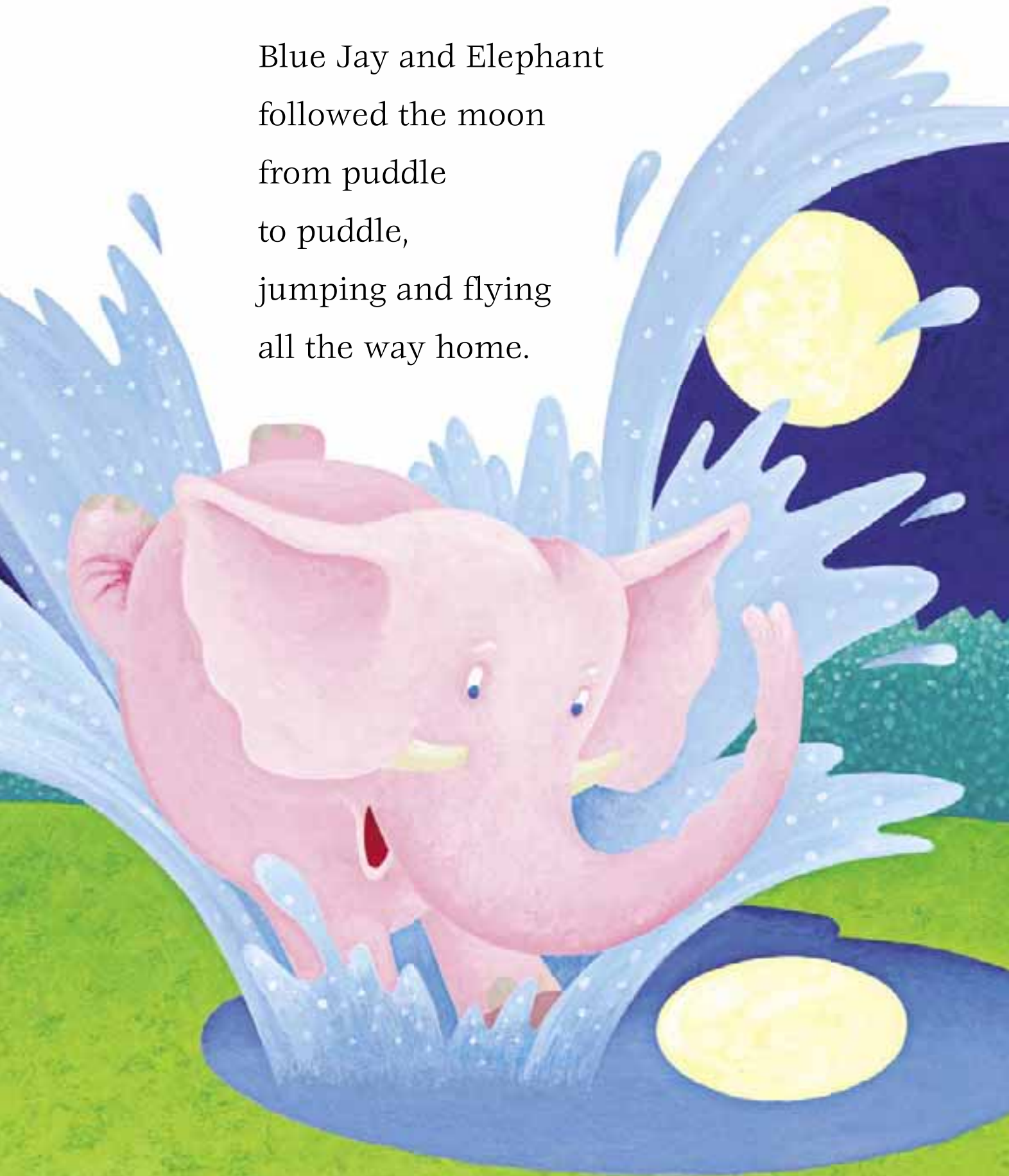
“You did,” said Elephant.



“Watch me fly over the moon!” called Blue Jay.
“Watch me jump over it!” shouted Elephant.



Blue Jay and Elephant
followed the moon
from puddle
to puddle,
jumping and flying
all the way home.



Meet Fran Manushkin



Fran Manushkin loved to read as a child. As an adult she loves studying animals and often takes a lot of pictures of them. Recently she's been watching elephants on the Internet. This inspired her to write *Blue Jay Finds a Way*.

Other books by Fran Manushkin



Find out more about
Fran Manushkin at
www.macmillanmh.com



Author's Purpose

Fran Manushkin wanted to write about an animal adventure. Write a story about two animals having an adventure.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story in order.



Retelling Cards

Think and Compare



1. Did you predict Blue Jay would go to the moon? What really happened?
2. Have you ever pretended you were in a very different place? What was it like?
3. How are Blue Jay and Elephant like real people?
4. What do Blue Jay and Kim in "A Good Trip into Space" both like to do?

What I Predict	What Happens



Science

Genre

In an **Interview**, one person asks questions and another person answers them.



Text Feature

The **Question/Answer Format** uses the words *question* and *answer* to show who is speaking.

Content Words

astronaut
weightless
planet

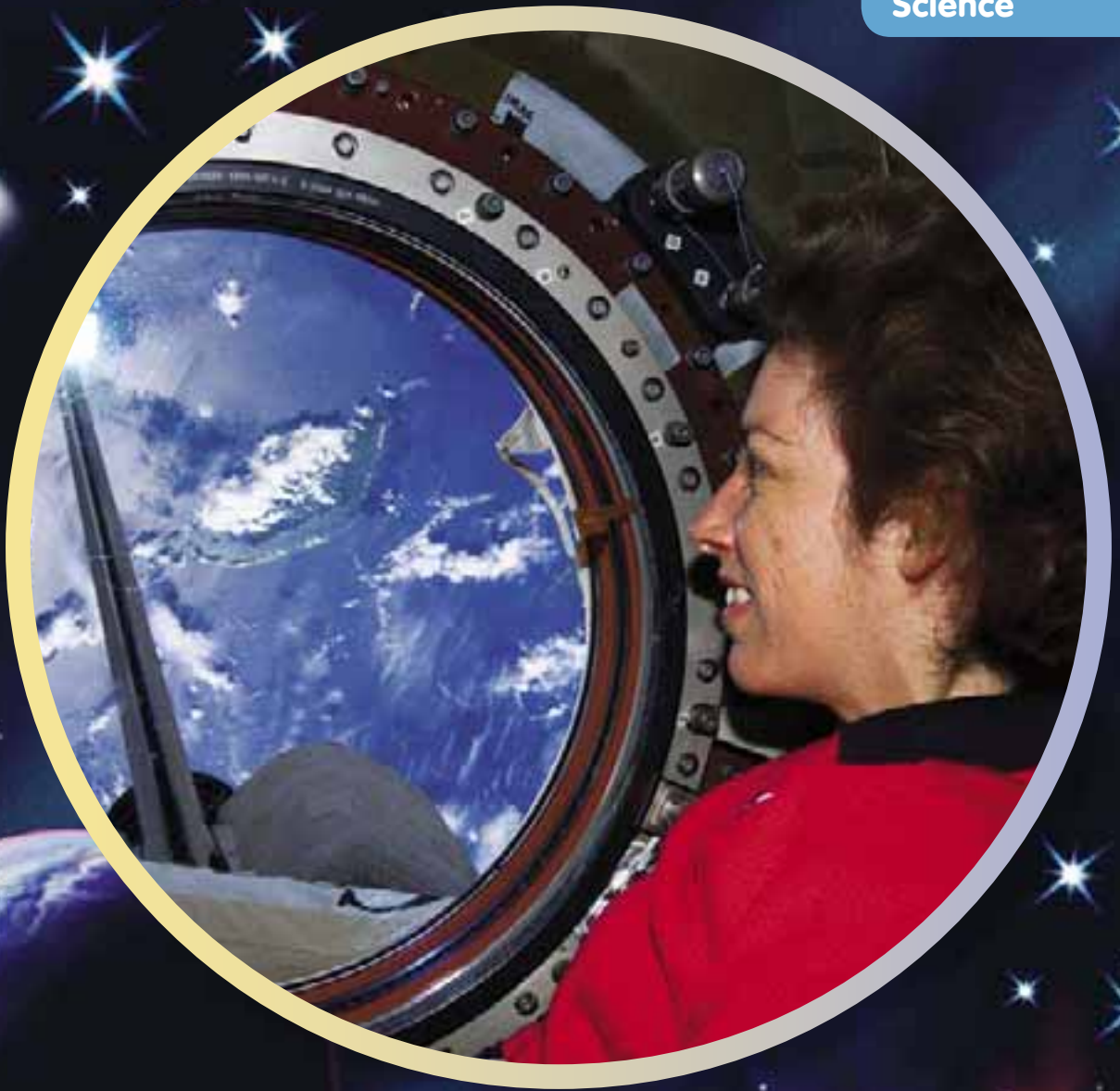


Find out more about exploring space at www.macmillanmh.com

Meet Ellen Ochoa

Ellen Ochoa was the first Hispanic woman **astronaut**. She has made many trips into space. Ellen lives in Houston, Texas.





Ellen Ochoa looks out into space.

Question: Why did you want to be an astronaut?

Answer: It sounded exciting to be **weightless**! I wanted to look at our **planet** Earth from space.

Question: What should kids who want to be astronauts do?

Answer: They should study math and science and go to college. They should like learning new things and working in a team.

Ellen Ochoa with her team before going into space





Ellen Ochoa inside a space module

Question: What's it like to be in space?

Answer: It's a lot of fun! You're floating and so is everything else! It's easy to move heavy things. It's easy to reach things, too.

Lunch in Space

- Peanut butter or chicken salad in a tortilla
- Space s'mores (marshmallows and chocolate bar in a tortilla)
- Water or apple juice



Question: How was the food in space?

Answer: The food was very good. We took freeze-dried food and powdered drinks with us. We added hot or cold water. We ate a lot of tortillas. It's easy to put stuff in them.



Question: What's the hardest thing about your job?

Answer: You have to learn a lot. And make sure you learn it before you leave Earth!



Ellen Ochoa works at the space station.

Connect and Compare

What might Blue Jay ask Ellen Ochoa?



Writing

Predicates

The **predicate** of a sentence tells what the subject does or is.

Write About Pretending

Anna wrote about pretending to be an astronaut.



I like to pretend I'm an astronaut. I blast off. I peek outside. The sky looks like fireworks on the Fourth of July! My rocket zooms to the moon.

Your Turn

Think about something you like to pretend to be.

Write about it.

Tell what you do and imagine.



Writer's Checklist



Will readers understand my story?



Does each sentence have a
predicate?



Do special names like holidays begin
with a capital letter?

Your Turn

Think about something you like to pretend to be.

Write about it.

Tell what you do and imagine.



Writer's Checklist



Will readers understand my story?



Does each sentence have a
predicate?



Do special names like holidays begin
with a capital letter?



Talk About It

What jobs do you know about? What jobs would you like to do?



Find out more about jobs at
www.macmillanmh.com

A rectangular metal sign with four silver rivets at the corners. The text "At Work" is written in a large, blue, 3D-style font with a black outline.

At Work



Words to Know

ever
interesting
only
laugh
goes
ordinary

tools
moon

A Job For You

Do you **ever** think about what you want to be? You could find an **interesting** job. You **only** need to think about what you like!



Do you like to help people? You could be a doctor or a teacher. Do you like to make people **laugh**? You could be a clown or an actor. Do you like to work with tools? You could make houses or fix cars.

You could work at home. Or you could be someone who **goes** to the moon. You could like a job that seems **ordinary**, or one that does not. Think about what you like to do. Then you can find your best job!



Comprehension

Genre

A **Nonfiction Article** tells about real people and things.

Reread

Classify and Categorize

What different kinds of jobs do people have?



Cool Jobs

What would it be like to have these three jobs?

Zoo Dentist

If you were a zoo dentist, you could fix and clean a tiger's teeth. You could fill a hole in an alligator's tooth. You might even pull out an elephant's tusk!



Zoo dentists fix teeth like **ordinary** dentists do. But they work on wild animals who might bite! So the dentist gives the animal medicine. Then it **goes** to sleep. Now the dentist can go to work.



Zoo dentists use big drills to clean out holes in teeth. Big metal tools can help them grip a bad tooth and pull it out. If it's a lion tooth, that can be a pretty big job!

Flavor Maker



Did you **ever** want to change the taste of a food? If you were a flavor maker, you could! You could make medicine taste like cherry or pizza. With **only** a few drops, you could make a hot dog taste like a banana.



Flavor makers work in a lab. They use chemicals to make flavors. Their best tools are their noses and mouths. They do a lot of tasting and smelling!

Flavor makers help make a lot of tasty food! Can you think of a new flavor for a food that you like?



**Cheese-flavored
crackers**



**Cherry-flavored
medicine**



Fruit-flavored cereal

Beekeeper



Bees make honey. A beekeeper helps the bees do their job.

If you were a beekeeper, you would build hives for bees to live in. These are not like the hives bees make themselves. Beekeepers make hives out of wood.



How do beekeepers get the honey with all of those stinging bees? They have special clothes to keep the bees from stinging them. There are gloves and a hood. There is a net that goes over the beekeeper's face.



Sometimes beekeepers put smoke into the hives. That makes the bees fly away. Then the beekeepers can take the honey out. It can take a lot of work to get honey. But the end is always sweet!



There are many **interesting** jobs in the world. This person's job is to dress up like a giant bird at sports events. It's fun to make people **laugh**.

What kinds of cool jobs can you think of? What cool job would you like to have?





Comprehension Check

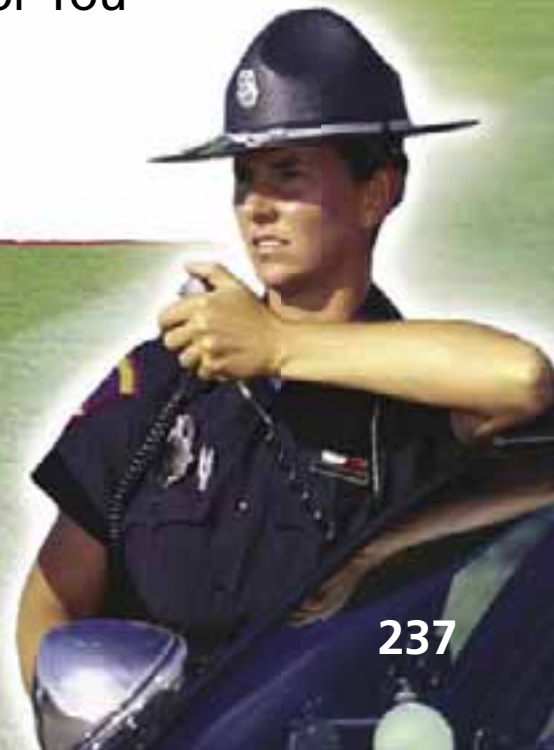
Tell What You Learned

What different kinds of jobs did you learn about?

Think and Compare



1. Which jobs in "Cool Jobs" are about making things? Which jobs are about helping?
2. Which job in "Cool Jobs" was most interesting to you? Why?
3. What makes a job a good job?
4. How are the jobs in "A Job for You" like the jobs in "Cool Jobs"? How are they different?



Jobs at School

Do you want to work at a school? You could be a teacher. But there are lots of other jobs you could do at school, too.

You could be a school nurse. You would take care of sick kids. You would bandage cuts and scrapes.

Do you like to fix things? You could be a custodian. You would keep things clean. You would make sure that everything is working.

Do you like to cook? You could work in the lunchroom. You would make sure the kids at school have good food to eat.

There are lots of fun jobs at school. But the best part is being with so many kids!



Directions: Answer the questions.

1. What is this story MAINLY about?

- ☐ kids going to school
- ☐ eating good foods
- ☐ working in a school

Tip

Think about what
you know.

2. Who can help you if your chair breaks?



3. You know from reading this story that

- ☐ many people work in schools.
- ☐ only teachers work in schools.
- ☐ nurses help cook good foods.

Write About an Interesting Job

Edgar wrote about a job that he thinks is interesting. He made sure his sentences were clear.



Driving a bulldozer is a very good job. Bulldozers help make roads and buildings. They are very strong. Driving a bulldozer is fun. You push dirt and rocks around. You even get to push down buildings.

Your Writing Prompt

Write a report about a job that you are interested in. Tell why you are interested in that job. Make sure your sentences are clear and organized.



Your Writing Prompt

Write a report about a job that you are interested in. Tell why you are interested in that job. Make sure your sentences are clear and organized.







Talk About It

How do baby animals change as they grow up?



Find out more about growing animals at www.macmillanmh.com

Watching Animals Grow

Words to Know

cub
eyes
learn
enough
air
wild
across

paws

jaws



Read to Find Out

How do bear cubs change as they get older?



A Bear Cub

When a bear **cub** is born, its **eyes** are closed. But it does not need to see to eat. The tiny bear cub drinks milk. He does not need to **learn** how because he just knows how. After a while, he is strong **enough** to go out into the fresh **air**.

Then, it is time to go out into the **wild** where he will learn to hunt. He will be grown-up soon. He will wade **across** streams to catch fish. His strong paws and jaws will help him eat the meat. He will also eat berries from plants.



Comprehension

Genre

Nonfiction gives information about a topic.



Summarize

Compare and Contrast

As you read, use your **Compare and Contrast Chart**.

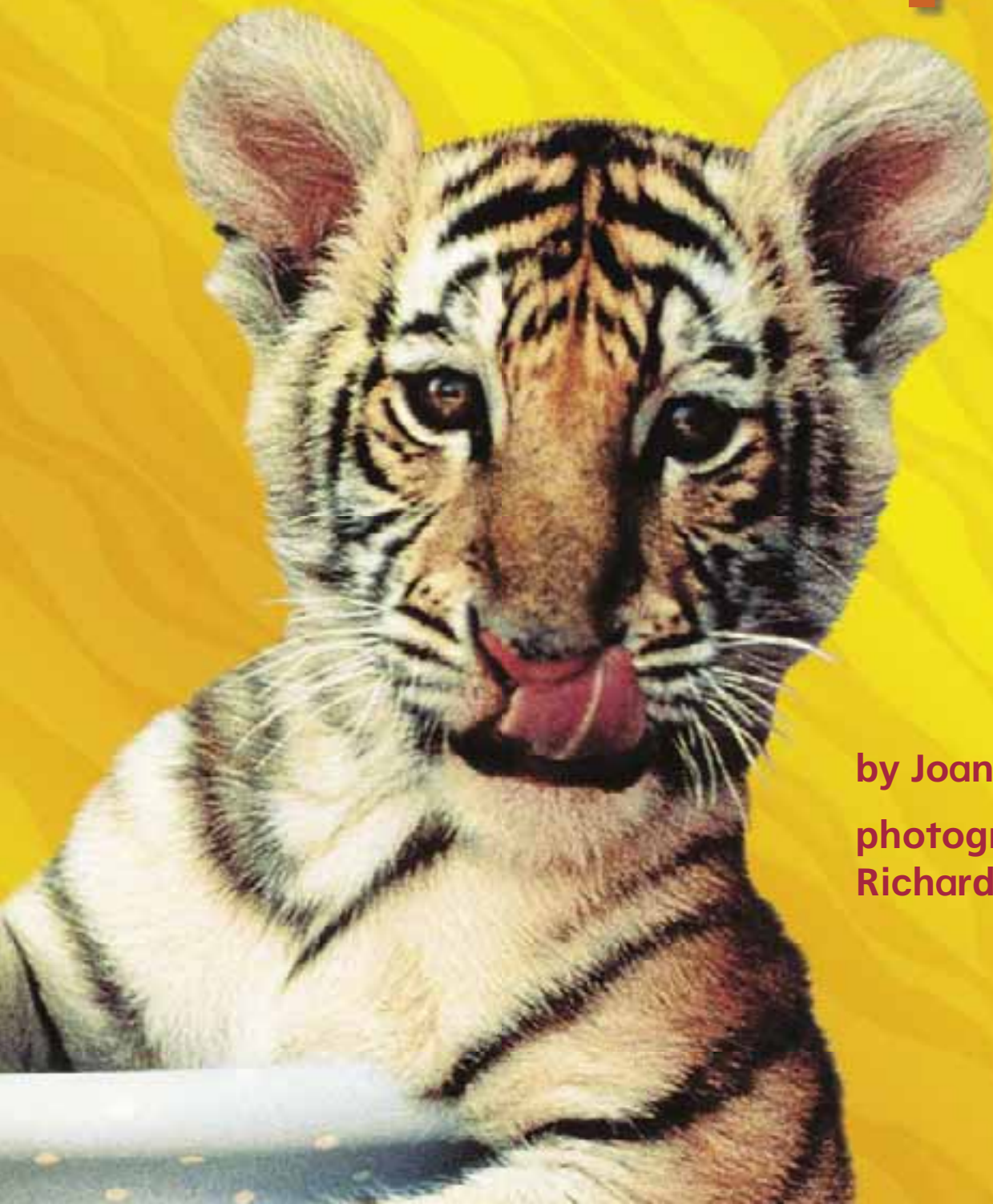
Cub	Grown-up
1	1
2	2
3	3

Read to Find Out

How is a tiger cub different from a grown-up tiger?



A Tiger Cub Grows Up



by Joan Hewett

photographs by
Richard Hewett

In the Nursery



Tara is a tiger **cub**.
She was born in a **wild** animal park.
The cub is hungry.
She feels the tip of the bottle.
She drinks her warm milk.





When Tara is
9 days old,
her **eyes** open.



Grown-up tigers like to swim. But little Tara does not like her first bath.



Mary feeds Tara.
She talks to the tiger cub.
She gives her kisses.



At night, Mary takes the cub home with her.
Tara drinks her milk.
She falls asleep.

Then Tara wakes up.
She is hungry!
She wants more milk.





Tara drinks until her belly is full.
She falls back to sleep.
As she sleeps, she grunts
and squeals.





Tara is 3 weeks old.
Her baby teeth are coming in.
She has pointed teeth for tearing meat.

And she has rounded teeth for chewing.





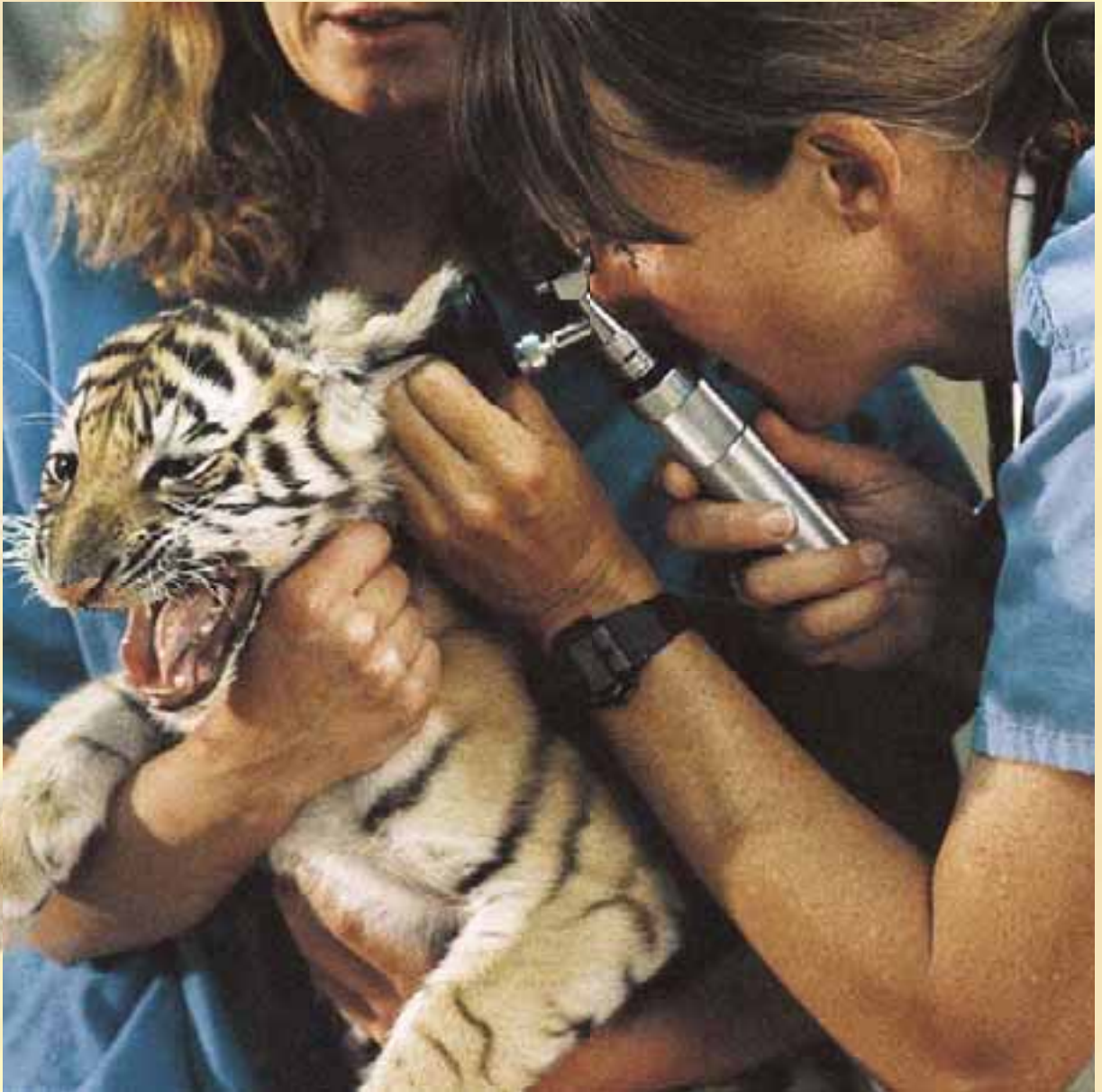
Chewing feels good. But a plastic tray
is hard to hold with chubby paws.

Each day, Mary shows the cub a piece of meat.
Tara does not want to try it. Not yet!





Playtime is a time to **learn**.
Can Tara crawl over Mary's legs?
How hard will Mary let her bite?



Tara is 3 months old. Mary takes Tara to the animal doctor. It is time for a checkup.

The bright lights are scary. The tiger cub roars.

H - O - W - R - R



Tara Goes Outdoors



Tara is healthy. And she is old **enough** to play outside.



Grass and sky seem strange to Tara.
The **air** is filled with new smells.
The tiger cub follows her nose.
She runs **across** the grass.



Lynn takes care of Tara now.
Lynn hugs Tara. She plays with Tara.
She shows her falling leaves.



Lynn plays with Tara every day.
She teaches Tara what she can do.
She teaches Tara what she cannot do.





Tara greets Lynn with a friendly chuffing sound.
Lynn returns the greeting.



Climbing over Lynn is fun.
Following Lynn is fun.
Tara creeps along the ground.
Then she pounces!



Tara Joins the Grown-up Tigers



Tara is 9 months old. She is big and strong.
She can join the park's grown-up tigers.
Tara likes her new home. She can run across
the grass. She can climb on logs. She can
nap under leafy trees.

Tara watches the big tigers swim.
She walks around the pond. It is hot.
So Tara jumps in. Tara is 1 year old.
The tiger cub has grown up.

S - P - L - A - S - H



Watching Animals with the Hewetts

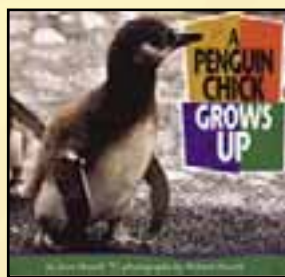


Joan Hewett thinks research is the most difficult, interesting, and fun part of writing. Many of her books are about baby animals living in zoos or rescue centers.

Richard Hewett says, “I think children’s books are the best.” He often photographs pictures for books written by his wife, Joan Hewett.



Other books by the Hewetts



Find out more about
Joan Hewett and
Richard Hewett at
www.macmillanmh.com



Author’s Purpose

Joan Hewett wanted to give information about a baby animal. Write about a baby animal you know. Tell how it changed as it grew.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What is Tara like at three months old? What is she like at nine months old?
2. What was the most interesting thing you learned about tigers?
3. Can a one-year-old child take care of itself like a one-year-old tiger? Why or why not?
4. How are Tara and the cub in "A Bear Cub" alike?

Cub	Grown-up
1	1
2	2
3	3



Poetry

Genre

A **Poem** uses words that sound good together.



Literary Element

Poets often use words in fun and interesting ways. This is called **Word Play**.



Find out more about growing animals at www.macmillanmh.com

The Tiger

by
Douglas Florian

I am a cat – come hear me purrrr.
I’ve many stripes upon my furrrr.
I speed through forests like a blurrrr.
I hunt at night – I am tigerrrr.



Connect and Compare

How is the tiger in this poem different from the tiger in *A Tiger Cub Grows Up*?



Writing

Pronouns

Use **I** in the subject of a sentence.

Use **me** in the predicate.

Write About a Vet

Chris wrote a report about a vet.



A vet is an animal doctor. A vet helps sick animals get better.

Vets have to know about a lot of animals. My vet told me, "I have the best job in the world."



Your Turn

What does a vet do?

Find out some facts.

Write a report.



Writer's Checklist

- ☒ Did my report have facts?
- ☒ Did I use the pronouns *I* and *me* correctly?
- ☒ Did I use a capital letter for the pronoun *I*?

Your Turn

What does a vet do?

Find out some facts.

Write a report.



Writer's Checklist

- ☒ Did my report have facts?
- ☒ Did I use the pronouns *I* and *me* correctly?
- ☒ Did I use a capital letter for the pronoun *I*?





Talk About It

What kind of playhouse would you like? How would you build it?



Find out more about building at
www.macmillanmh.com

Let's Build

Words to Know

circle
toward
leave
grew
toppled
wreck
welcoming

Joy
join



Read to Find Out

How does the town grow?



The Town that Grew

Joy and Ron were making a town. Joy made a **circle** of shops. She put the houses **toward** one end of town. Ron added a school. “Let’s not **leave** out a bike path,” said Joy.

The town **grew** quickly. But then, Joy’s dog ran into town. The houses **toppled**.

“Max, you can join us,” said Joy. “Just don’t **wreck** our town.”

The kids fixed things up. Then they added a flag **welcoming** one and all to their joyful town.



Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Summarize

Cause and Effect

As you read, use your **Cause and Effect Chart**.

Cause	→	Effect
	→	
	→	

Read to Find Out

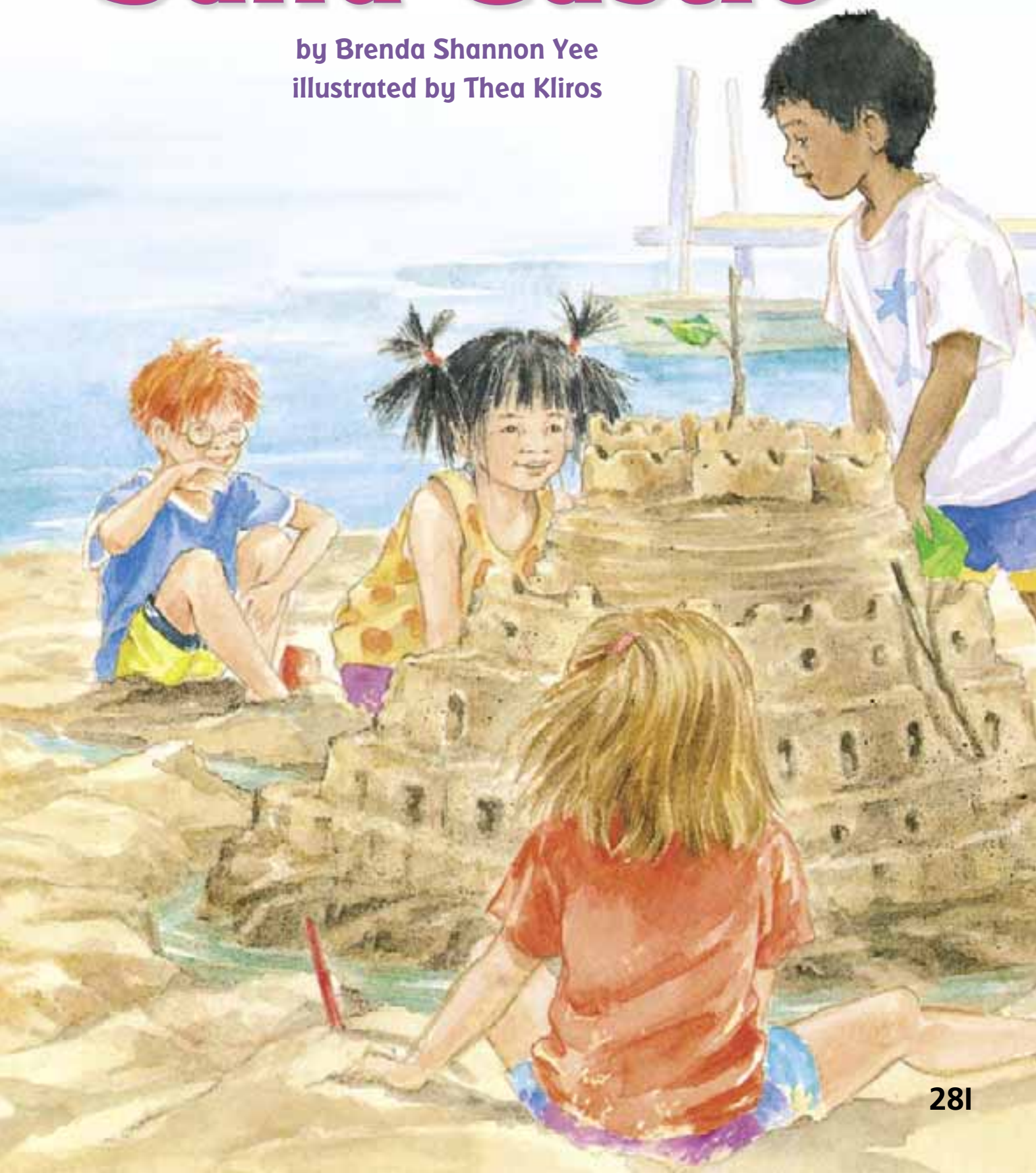
What will the children do to build a sand castle?

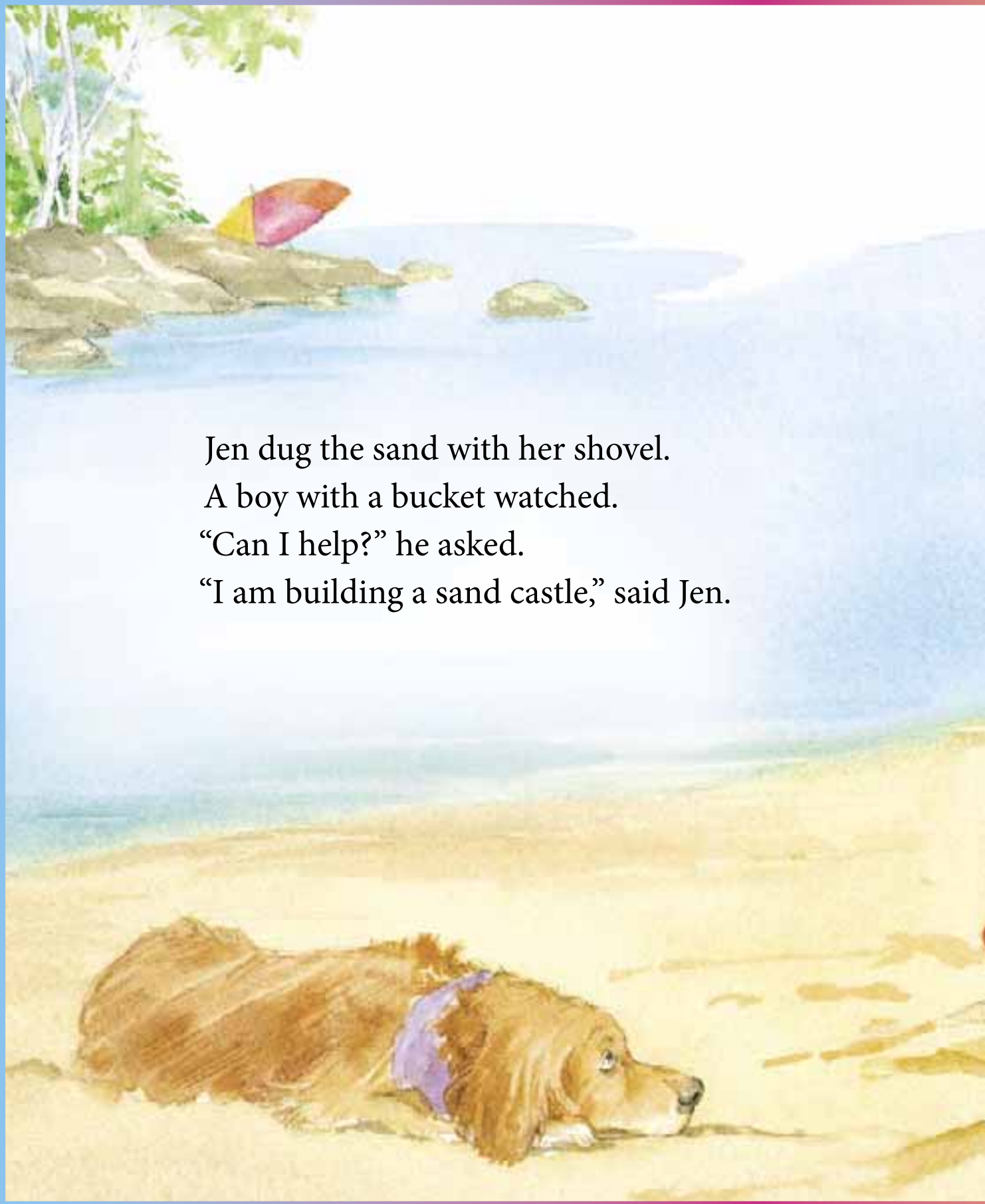


Sand Castle

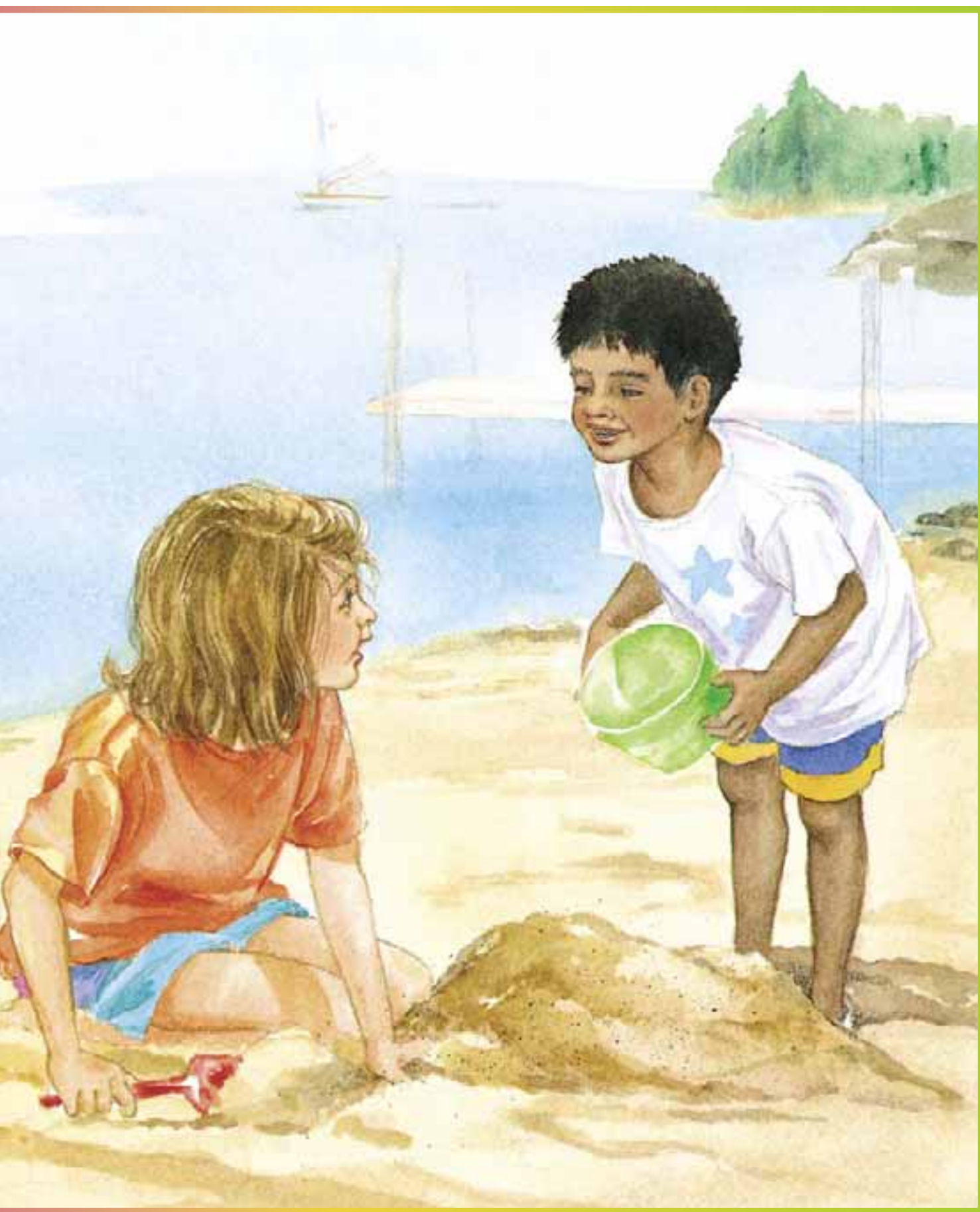
by Brenda Shannon Yee

illustrated by Thea Kliros

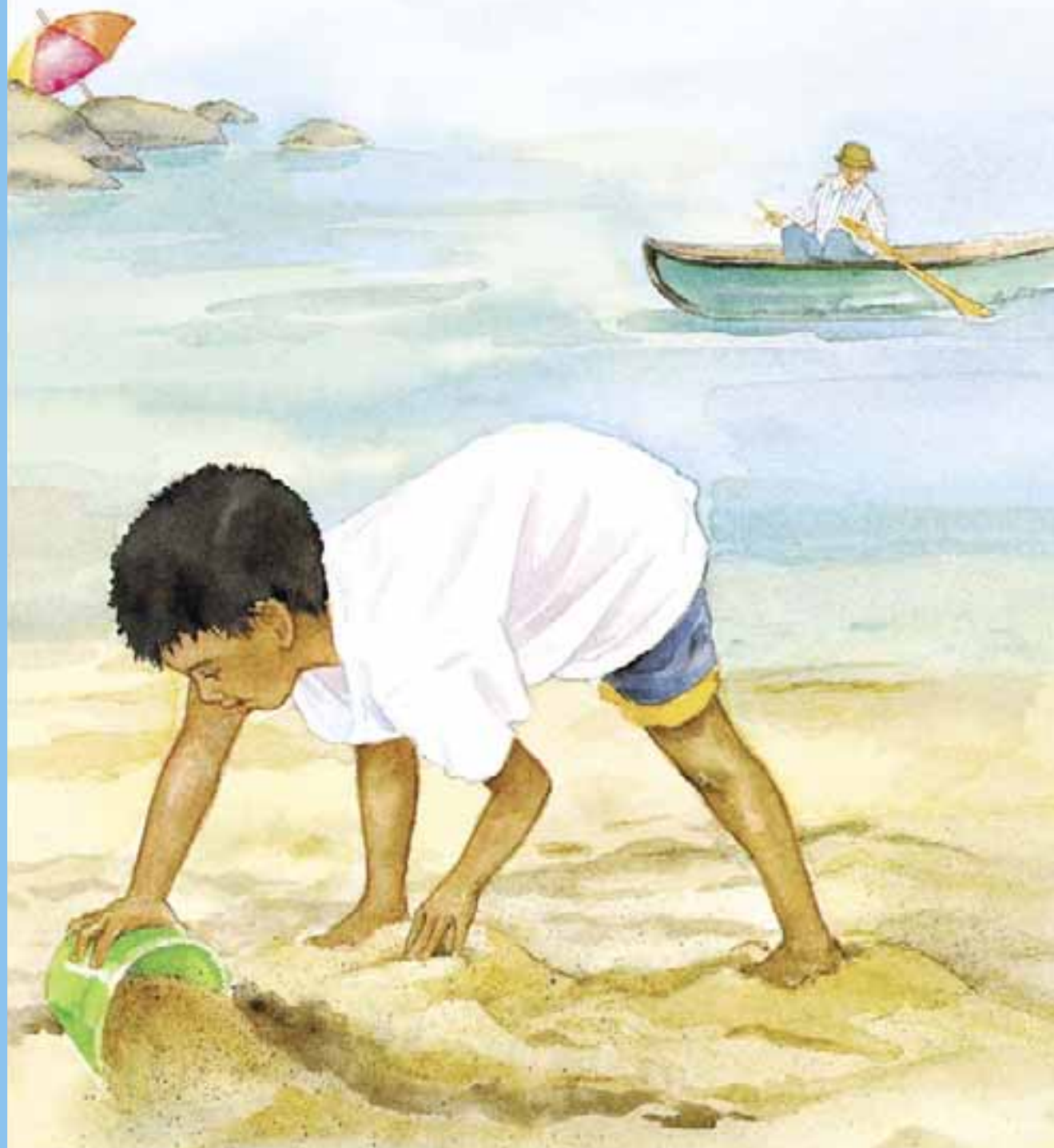




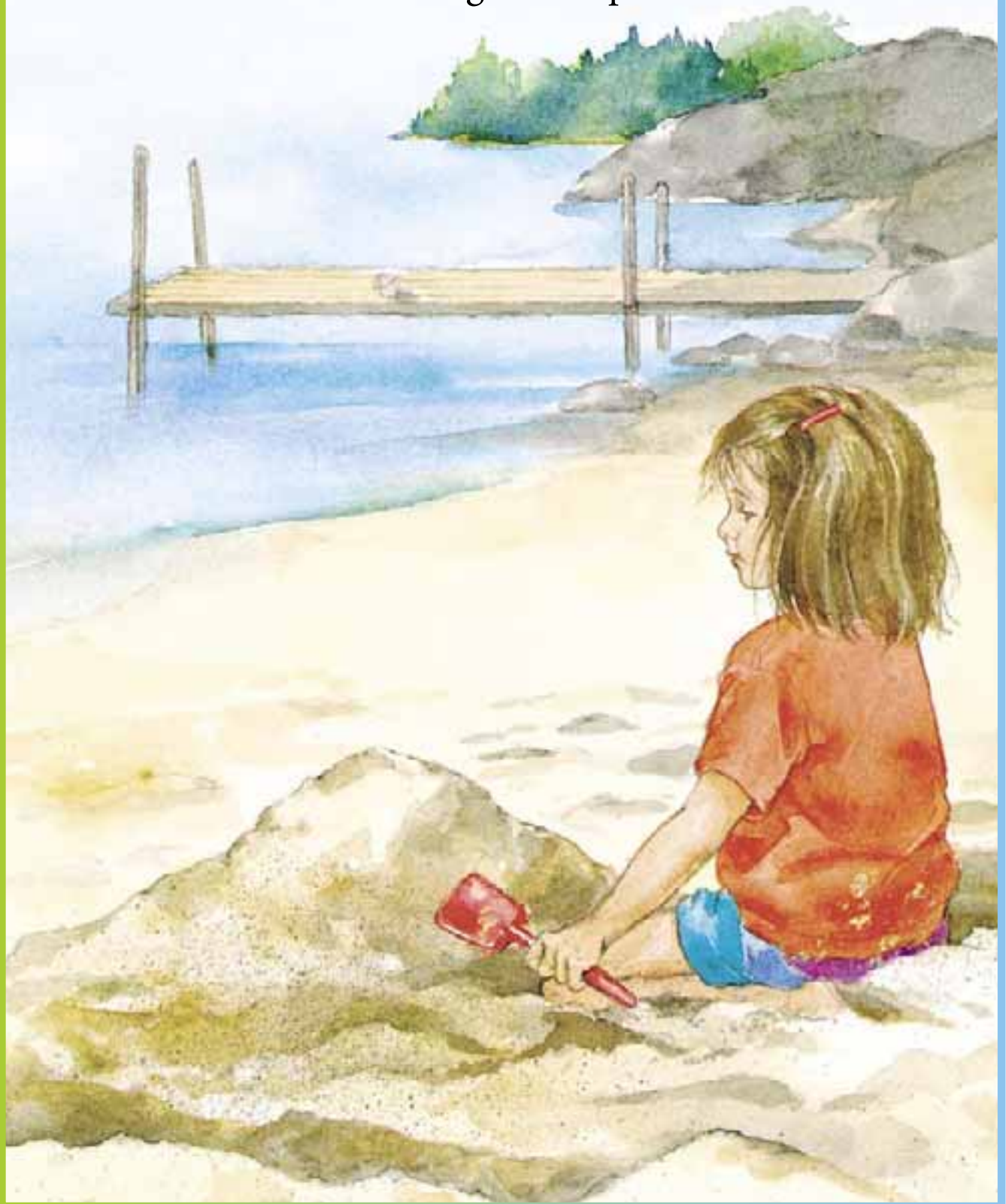
Jen dug the sand with her shovel.
A boy with a bucket watched.
“Can I help?” he asked.
“I am building a sand castle,” said Jen.



“Your castle needs a moat,” said the boy.
He dug a **circle** around Jen’s castle with
his bucket.



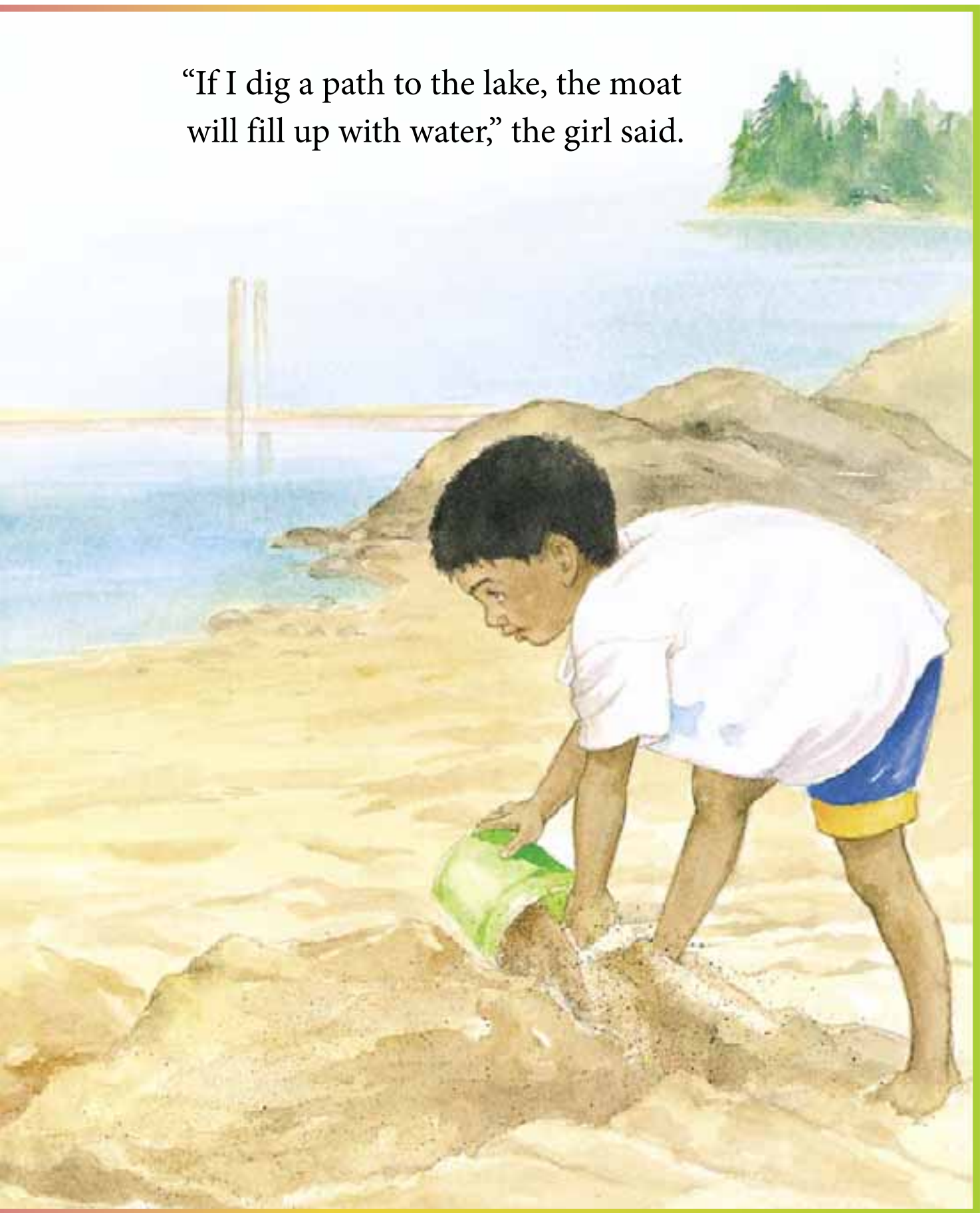
The castle **grew** taller.
The moat grew deeper.



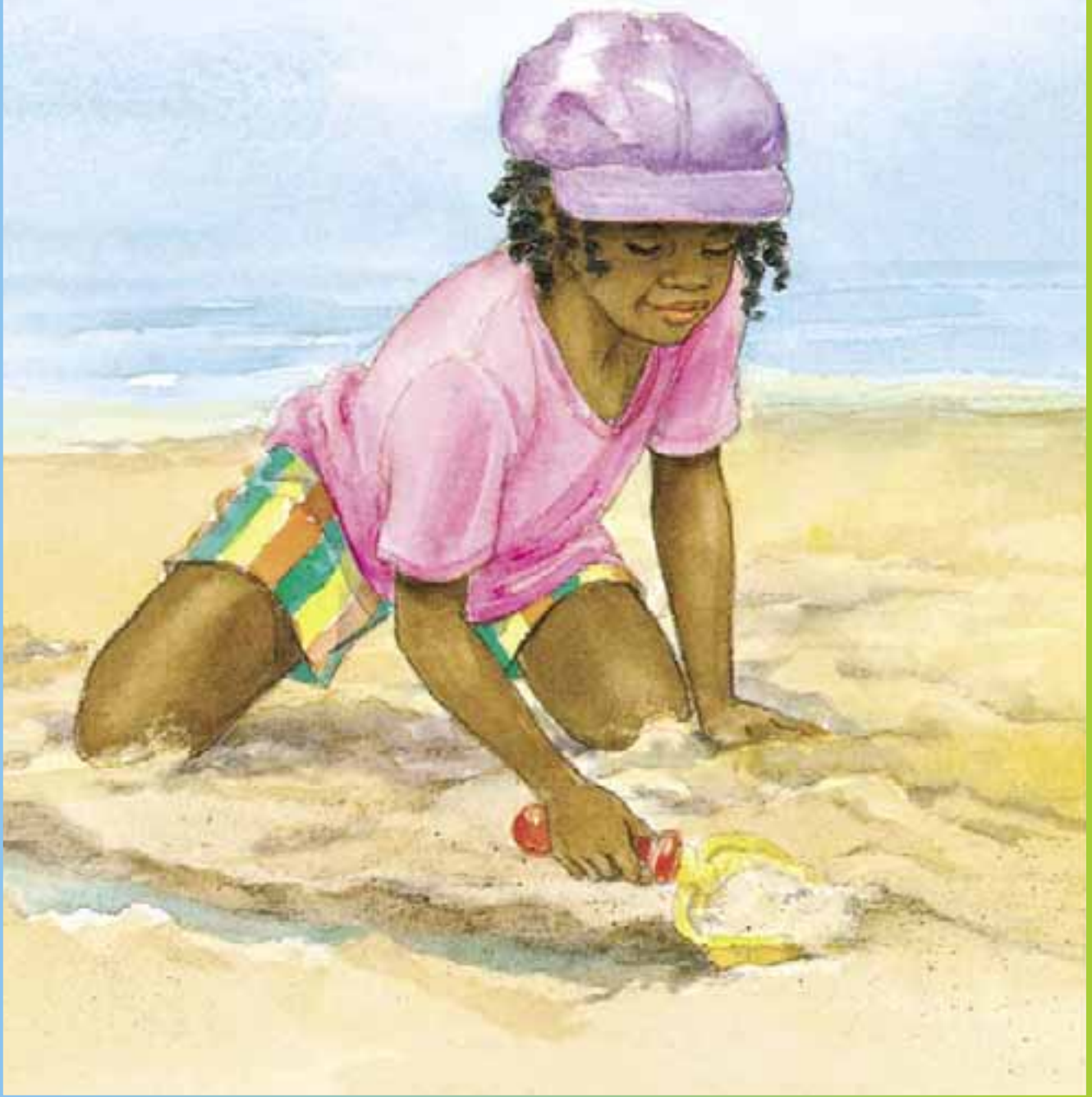
“Can I help?” asked a girl with a spoon.
“I am making the moat,” said the boy.
“This is my castle,” said Jen.



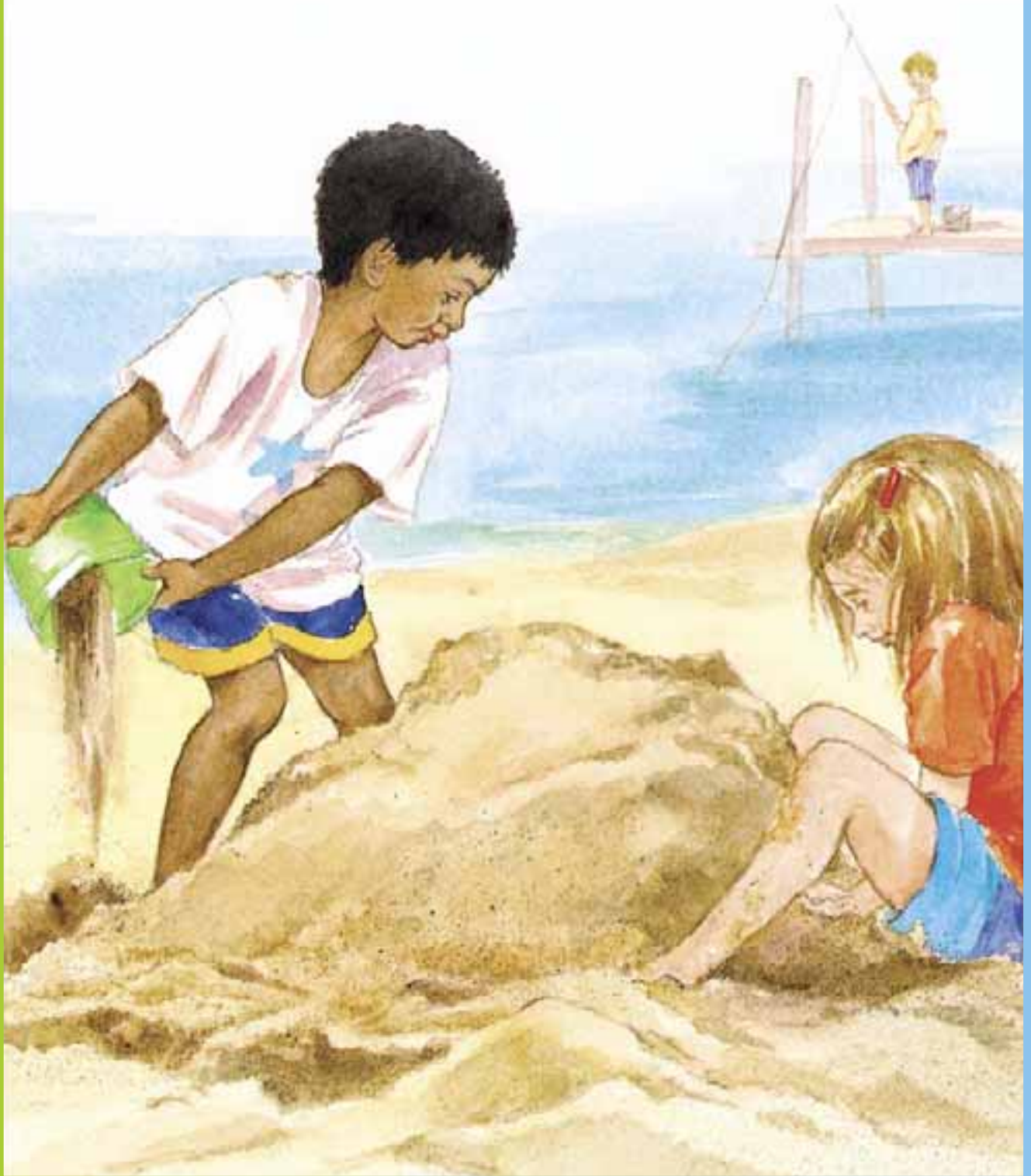
“If I dig a path to the lake, the moat will fill up with water,” the girl said.



She scooped a path in the sand.
Water sloshed into the path and
headed **toward** the moat.



The castle grew taller.
The moat grew deeper.
The path grew wider.

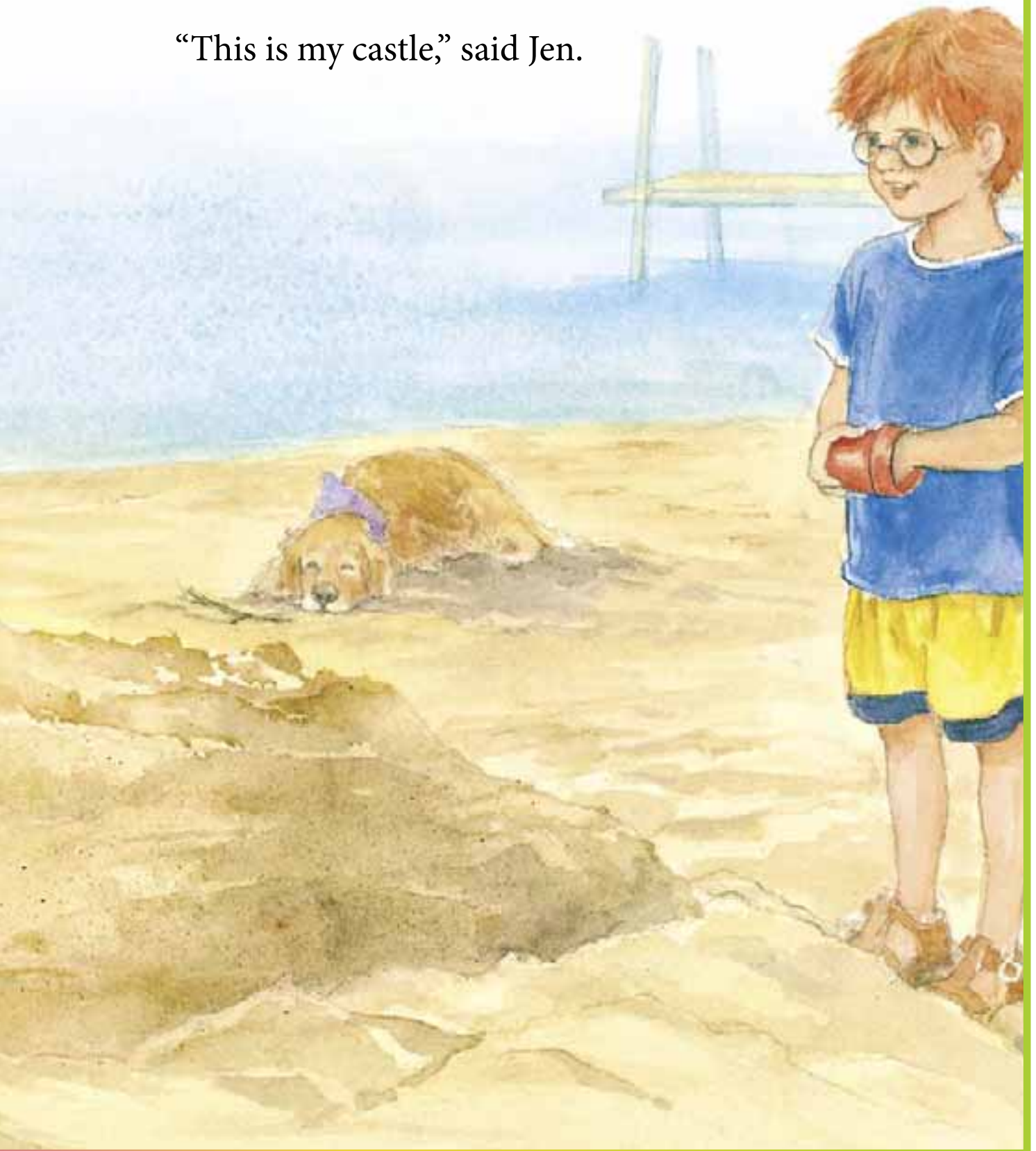


“Can I help?” asked a boy with a cup.
“I am digging the path to the water,”
said the girl.



“I am making the moat,” said the boy.

“This is my castle,” said Jen.



“You will need a wall to protect your castle,”
said the boy with the cup.

The boy filled the cup with wet sand.

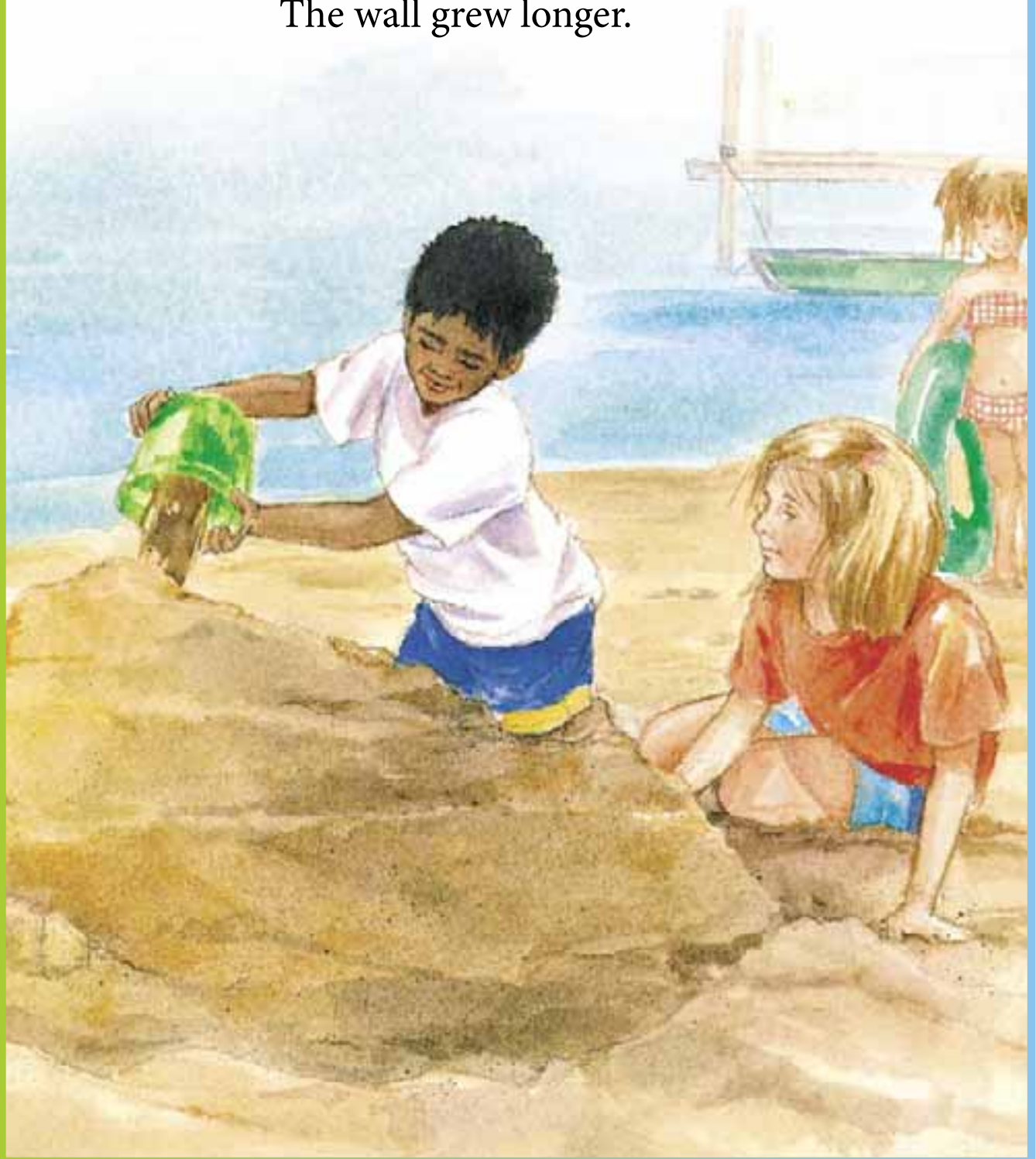
Pat, pat. He turned it over.

Tap, tap. One sand block stood.

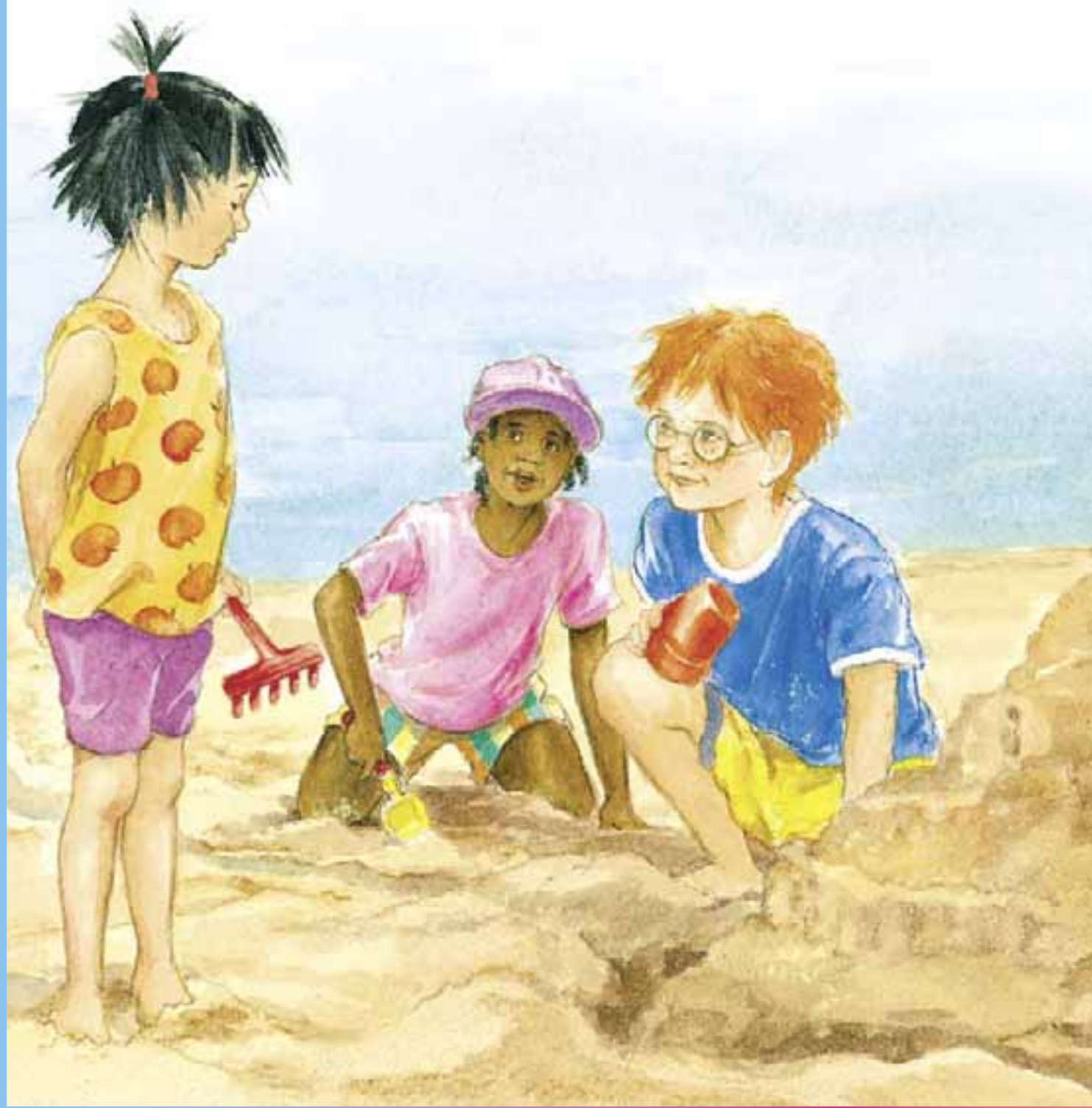
Pat, tap. Two sand blocks.



The castle grew taller.
The moat grew deeper.
The path grew wider.
The wall grew longer.



“Can I help?” asked a girl holding a rake.

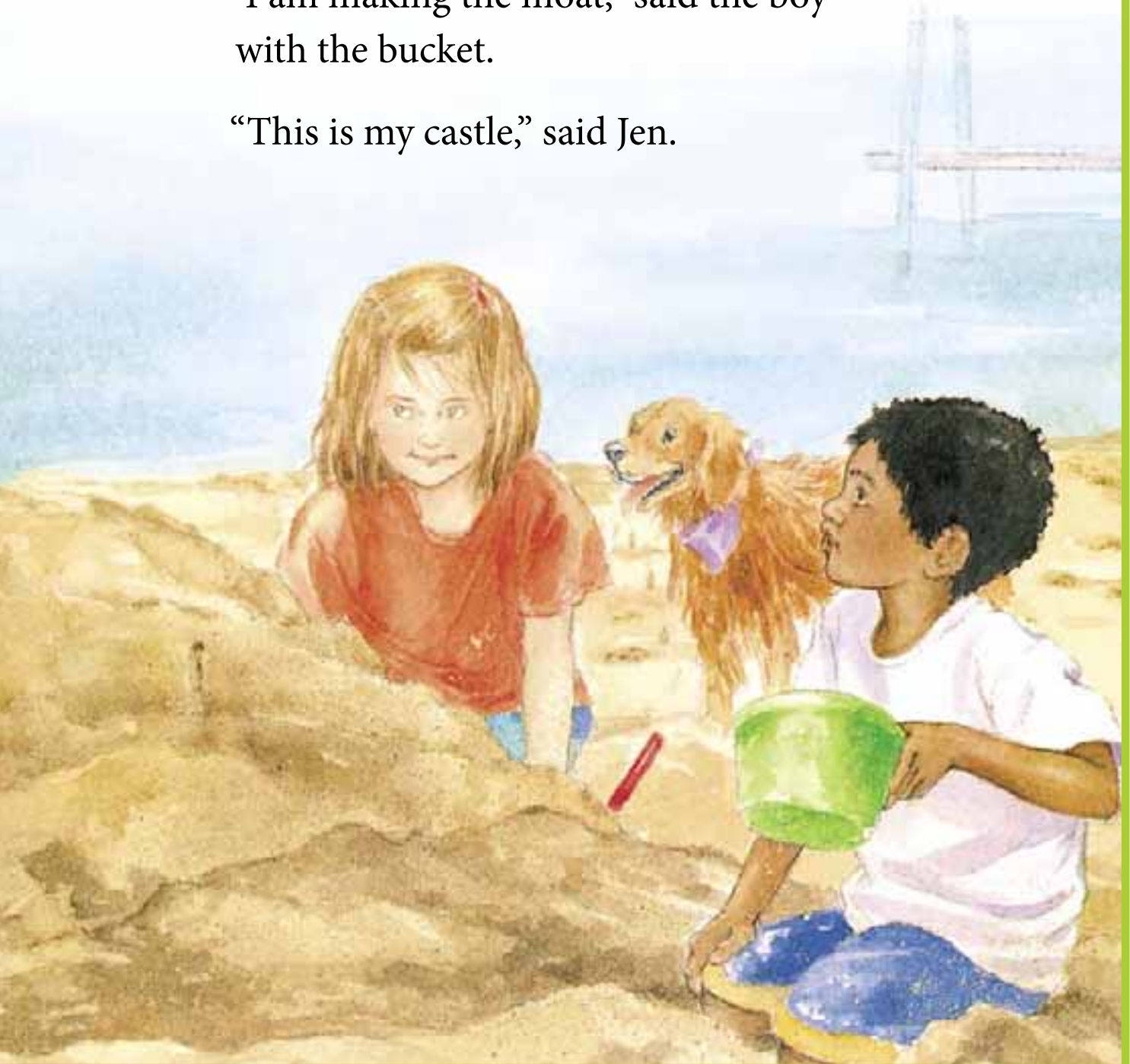


“I am building the wall,” said the boy with the cup.

“I am digging the path to the water,” said the girl with the spoon.

“I am making the moat,” said the boy with the bucket.

“This is my castle,” said Jen.



“You need a road, so people can get to the castle,” said the girl with the rake.

Dragging the rake in the sand, the girl traced a winding road. With the rake teeth, she swirled wavy shapes.



Hands patted and pushed the squishy sand.
The castle rose high.
The moat dipped deep.
The path flowed long.
The wall stood strong.
The road lay wide and **welcoming**.



Shadows stretched across the sand.

“Angela! Time to go!”

“Robert! We’re leaving!”

“Tanisha! It’s late!”

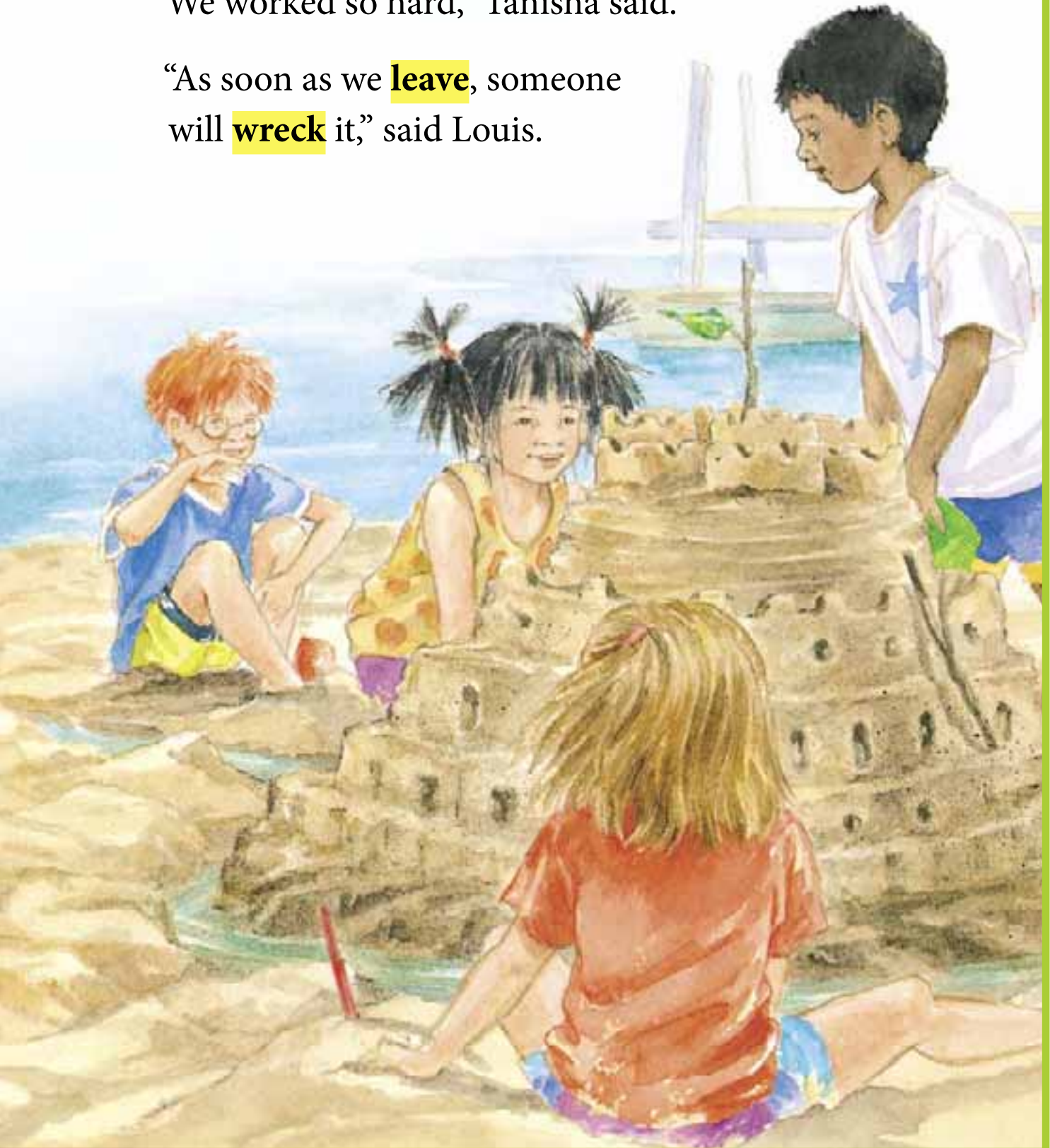
“Louis! Rinse your feet!”

“Jen! Say good-bye!”

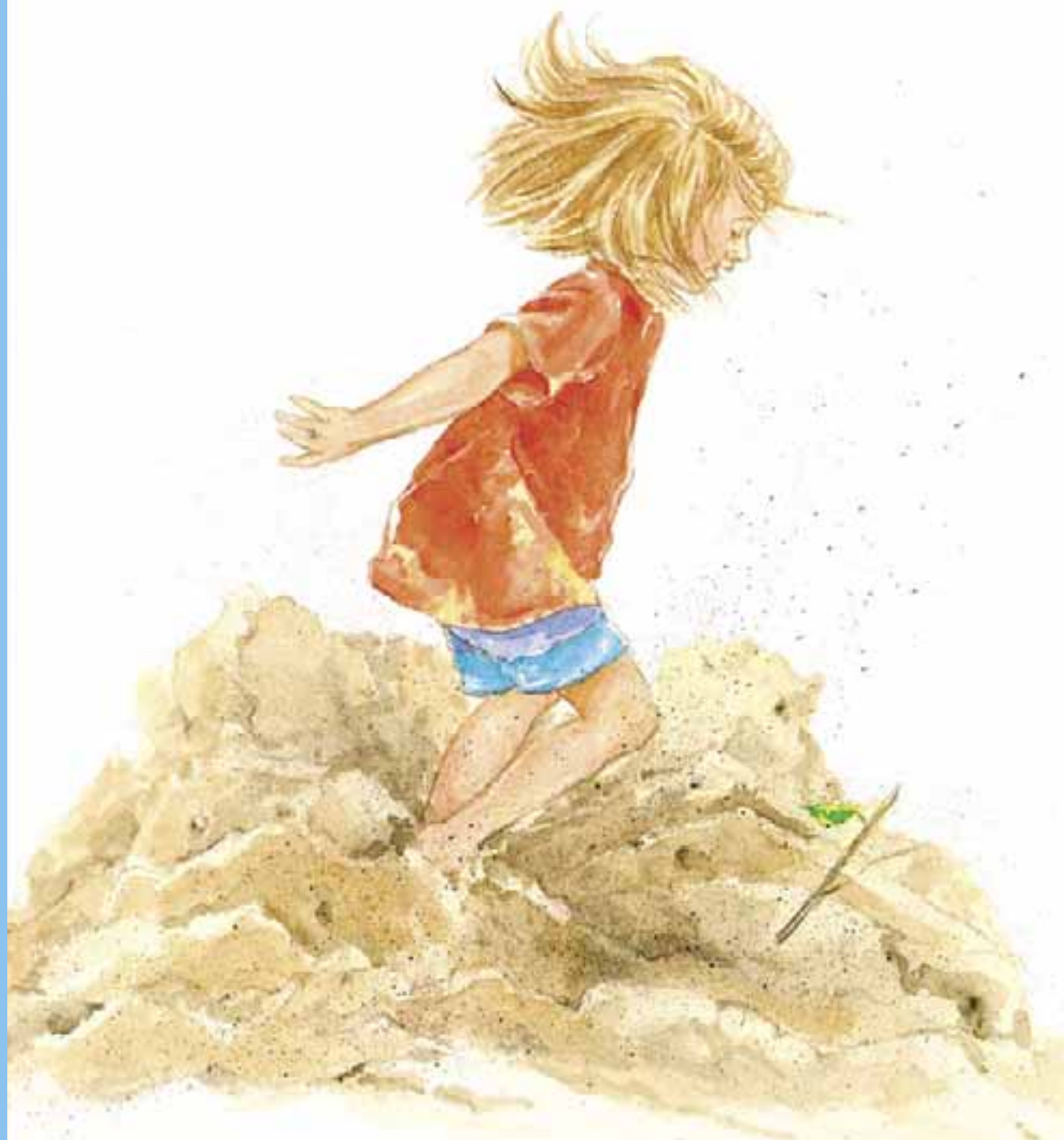


“But what about the castle?
We worked so hard,” Tanisha said.

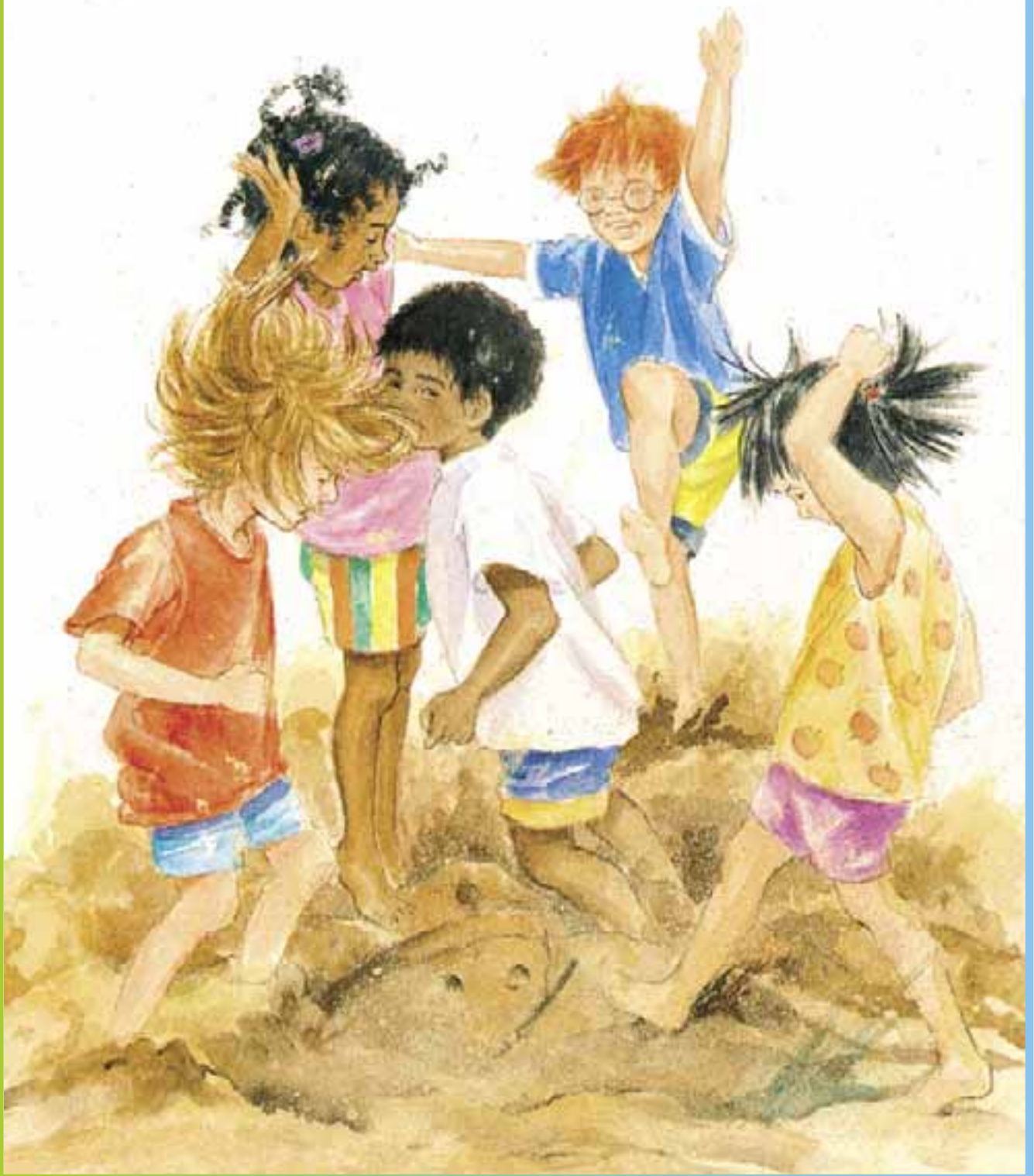
“As soon as we **leave**, someone
will **wreck** it,” said Louis.

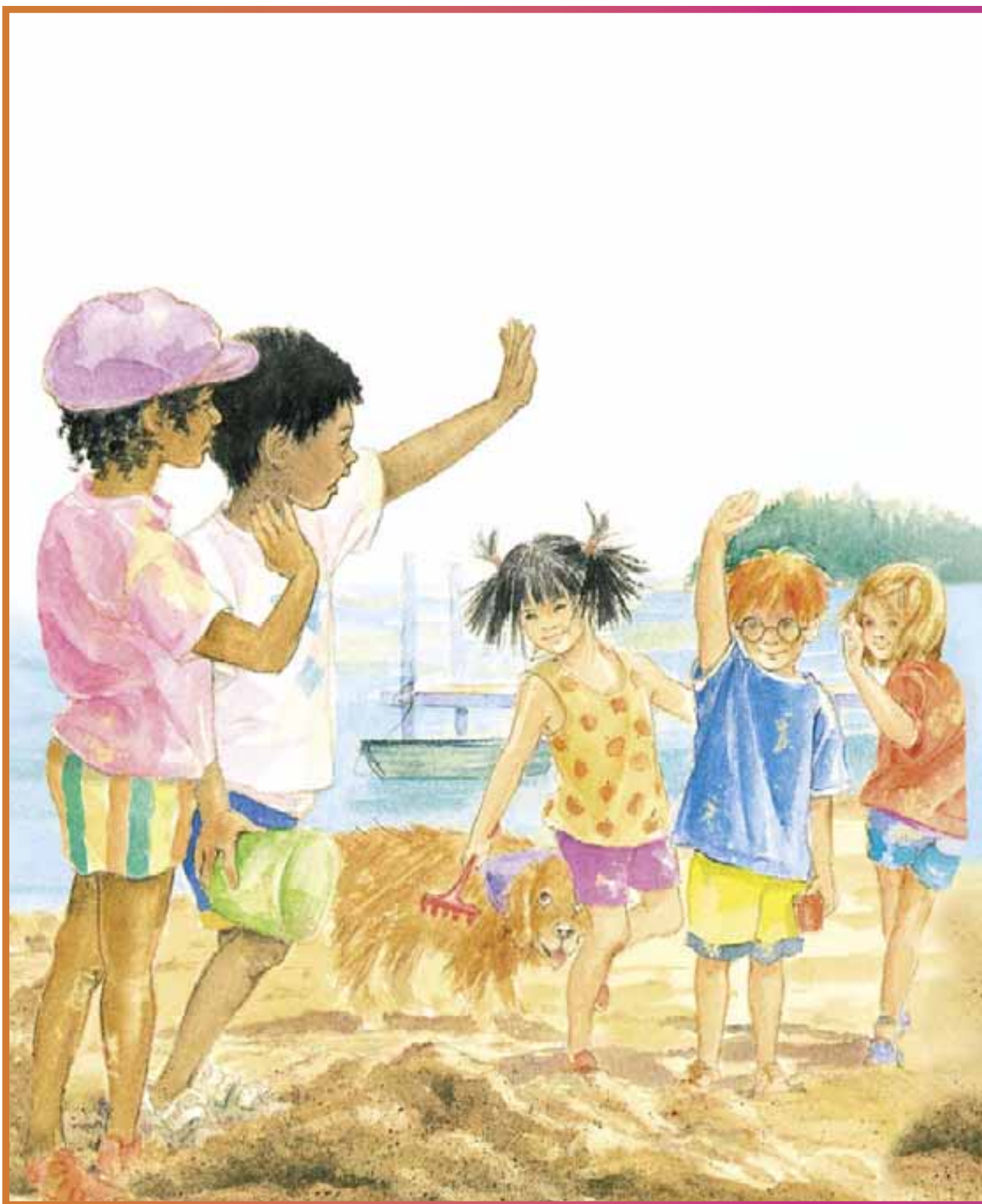


“I know what to do!” Jen said.
Splat! She jumped on the castle.



In a flurry they all kicked the road, **topped** the wall, flattened the path, filled the moat, and crushed the castle.





“Good-bye!” the beach friends shouted as
they scattered across the cooling sand.
“Let’s do it again tomorrow!”



Meet the Author and Illustrator

Brenda Shannon Yee says she got the idea for this story while building a sand castle with her children at the beach.



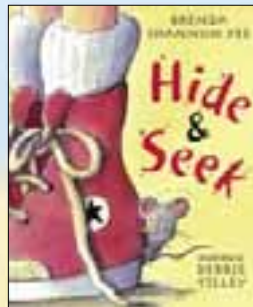
Thea Kliros says, “As a child, I was read to every night.” She hopes her illustrations will help children enjoy and love books.

Another book
by Brenda Shannon Yee

Another book
by Thea Kliros



Find out more about
Brenda Shannon Yee
and Thea Kliros at
www.macmillanmh.com



Author's Purpose

Brenda Shannon Yee wanted to tell
a story about building a sand castle.
Write about something you can build.
Tell how you would build it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.

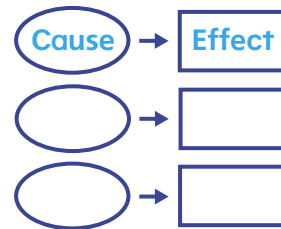


Retelling Cards



Think and Compare

1. What happens when the other kids help Jen build?
2. What do you like to do in the sand or at the beach?
3. Why do children sometimes wreck a sand castle they made?
4. How are *Sand Castle* and "The Town that Grew" alike? How are they different?



Social Studies

Genre

An **Internet Article** is an article found on the World Wide Web.



Text Feature

A **Caption** gives information about a picture.

Content Words

build
structures
frozen



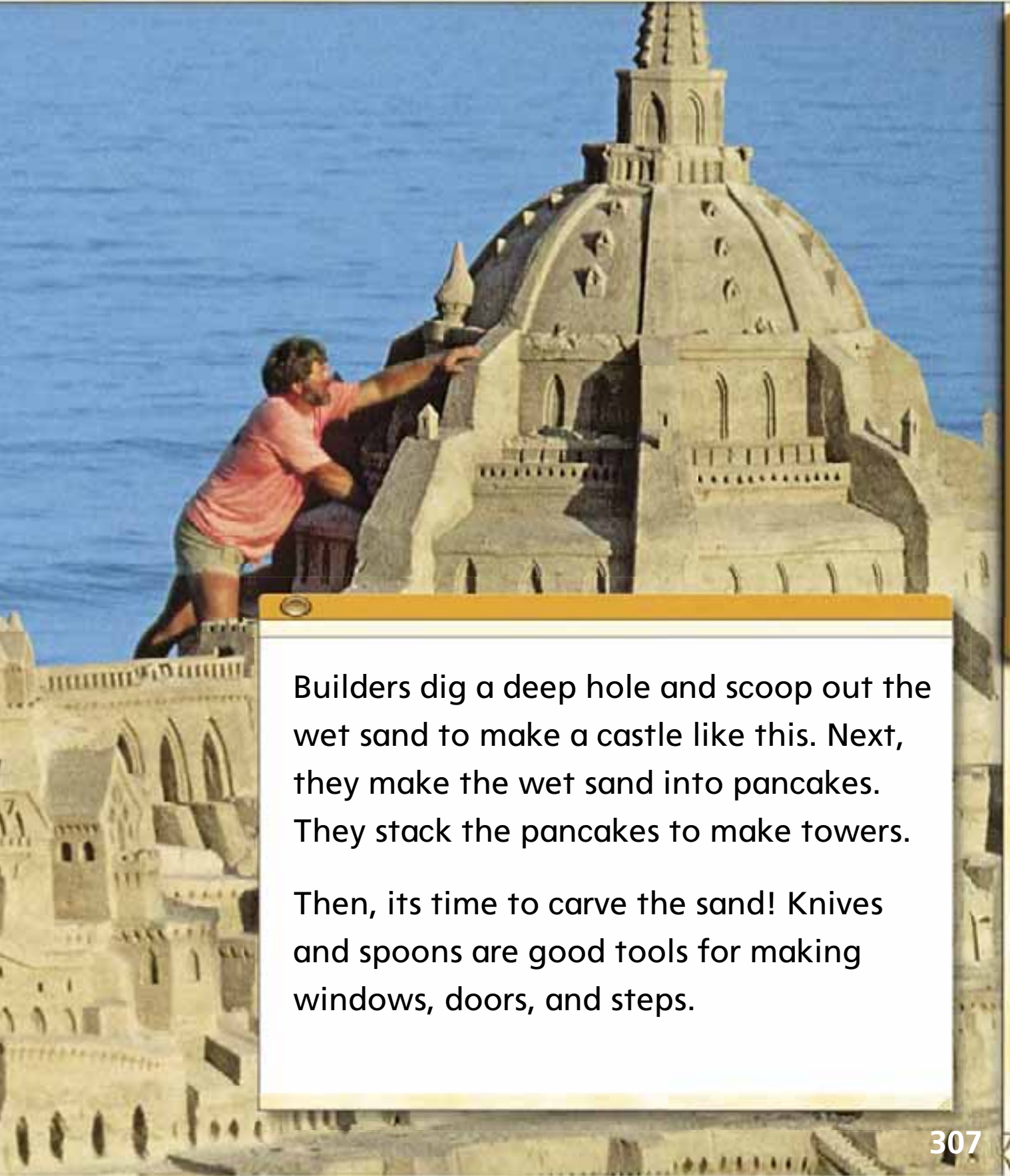
Find out more about
building at
www.macmillanmh.com



Address @ <http://www.example.com>

Build with Sand and Ice

Lots of people **build** with bricks and stones. But some build with sand and ice. How do they make these great **structures**?



Builders dig a deep hole and scoop out the wet sand to make a castle like this. Next, they make the wet sand into pancakes. They stack the pancakes to make towers.

Then, its time to carve the sand! Knives and spoons are good tools for making windows, doors, and steps.



This ice castle in Minnesota was built for a winter festival.

Take a look at this castle! It's made of ice. People use saws to cut blocks of ice from a **frozen** lake. A crane piles up the blocks. The castle gets higher and higher. Some ice castles are 20 stories tall!

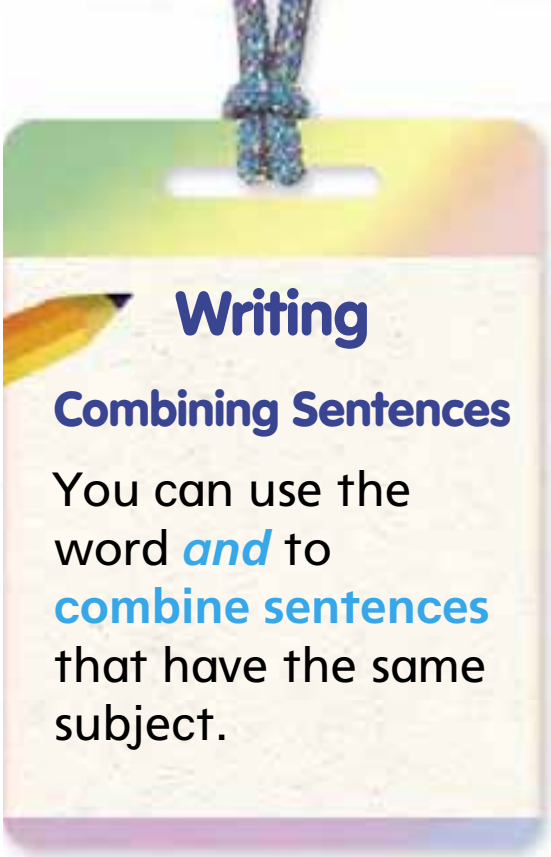


**In the Ice Hotel in Sweden,
everything is made of ice.**

In this hotel, the floors, walls, and beds are ice! Sleeping bags keep visitors warm when they sleep. The Ice Hotel melts every spring. So a new one must be built every year!

Connect and Compare

How are the castles in this story like the one the children made in *Sand Castle*?



Writing

Combining Sentences

You can use the word **and** to **combine sentences** that have the same subject.

Write a Story

Isabel wrote a story about making a clubhouse.



One day Erin and Devi found a huge cardboard box. "Let's make a clubhouse," said Erin. They painted it and made a sign. It said, "Best Friends' Club."

Your Turn

Two friends find a huge cardboard box.

What could they do with it?

Write about it.



Writer's Checklist



Did I indent the first sentence?



Did I use *and* to *combine sentences* that have the same subject?



Did the special names begin with capital letters?



Test Strategy

Author and Me

Think about what the author tells you.
Think about what you know.

First a Caterpillar... Then a Butterfly



The little caterpillar doesn't seem like much. It hatches from a tiny egg and creeps and eats and creeps and eats. When it gets fat, the little caterpillar makes some changes.

The caterpillar makes itself a hard shell or case. It hangs upside down. Inside, the caterpillar changes. Now it is called a pupa.



In about ten days, it comes out. Now it is a butterfly. The butterfly tests its wings. Soon it is ready to fly away and begin a new life.

From Caterpillar to Butterfly

1. Egg



2. Caterpillar



3. Pupa



4. Butterfly



Tip

Think about what you know.

Directions: Answer the questions.

1. Which picture shows something that a caterpillar CANNOT do?



2. What happens to the caterpillar inside the shell?
- ☐ It turns into a spider.
 - ☐ It turns into a butterfly.
 - ☐ It turns into an egg.
3. How does the hard shell help the caterpillar?
- ☐ It looks pretty.
 - ☐ It holds the caterpillar's eggs.
 - ☐ It protects the caterpillar.

Writing Prompt

Did you ever see an interesting insect?
Write about it. What did it look like?
What did it do? Write four or
more sentences.



Glossary

What is a Glossary?

A glossary can help you to find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. Sometimes there is a picture.



Sample Entry

Letter

C c**children**

Main Entry

This ride is only for **children**.

Sentence



Aa

across

Mike walked **across** the bridge.

air

In the garden, the **air** smelled like flowers.

along

The boys hiked **along** a river.

always

Paul **always** arrives late.

animal

An elephant
is a big **animal**.



artists

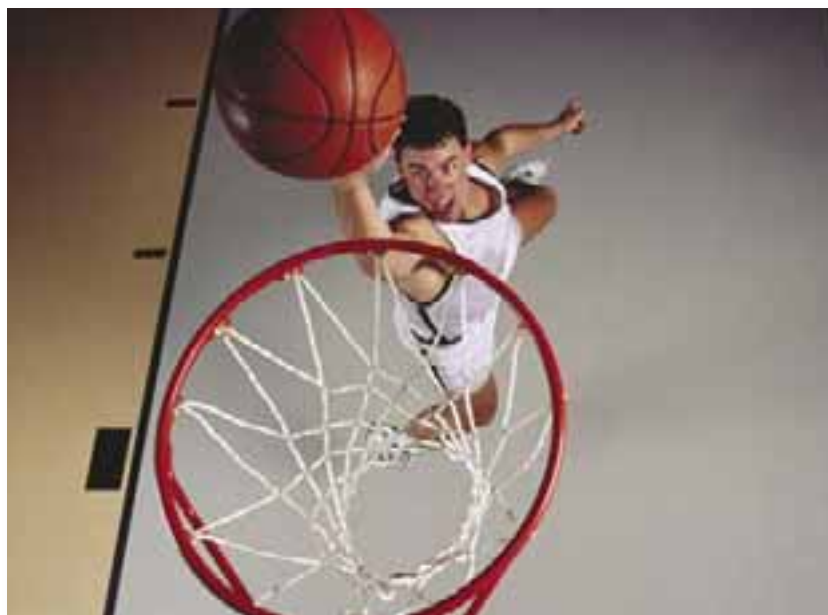
Artists are showing their paintings in the gym.

astronaut

An **astronaut** may travel to the moon.

athlete

The **athlete** was practicing for the big game.



Bb

ball

Alex hit the **ball** as far as she could.

bear

A **bear** likes to eat berries.

beautiful

Mary's painting is **beautiful**.

been

The boys were dirty because they had **been** playing in the mud.

better

Greg likes apples **better** than pears.

bird

The **bird** sits on a branch.



build

We used bricks to **build** the house.

Cc

children

This ride is only for **children**.



circle

Draw a **circle** to make the snowman's head.

clues

The **clues** helped Jim solve the mystery.

color

My favorite **color** is yellow because it looks like the sun.

crowded

This playground is always **crowded** with kids.

cub

A lion **cub** stays near its mother.



Dd

disabilities

Her **disabilities** didn't stop Miko from trying anything.

discovery

The scientist hopes to make a great **discovery**.

discs

The **discs** we threw flew through the air.

Ee

early

Pete wakes us **early** in the morning.

earth

The **earth** has many oceans and lakes.



enough

There was **enough** pizza for everyone.

errand

Tom ran an **errand** for his mom.

ever

Do not **ever** swim alone!

eyes

This cat has yellow **eyes**.

**Ff****father**

Jack and his **father** are cooking dinner.



firm

The teacher is **firm** about the rules.

fooling

I was **fooling** when I said I had a pet lion.

from

I got a letter **from** my friend.

frozen

It was so cold that the lake had **frozen**.

Gg

glide

A toy plane can **glide** on air.

goes

A train **goes** fast.



gone

The pickles are all **gone**.

grew

The little plant **grew**.

ground

Joe dug a hole in the **ground**.

guess

I took a **guess** about what was in the box.

Hh

head

I bumped my **head**.

helmet

Keisha wears a **helmet** when she rides her bike.



Ii

insects

All **insects** have six legs and three body parts.



instead

I chose the red shirt **instead** of the blue one.

interesting

I read an **interesting** book!

invisible

The brown lizard is almost **invisible** on the sand.

Ll

laugh

My friends tell jokes that make me **laugh**.

laughter

There is a lot of **laughter** when we all play together.



learn

I **learn** to play the piano.

leave

Children **leave** the school at 3 o'clock.

love

I **love** my pet.



Mm

machine

A **machine** can help sew clothes.

meadow

The **meadow** is full of flowers.



mother

My **mother** always braids my hair.

motors

Motors helped the boats go faster.

Nn

never

I **never** go to sleep without a story.

nothing

I bought **nothing** at the store.

nursery

The new babies are in the **nursery**.



Oo

only

There was **only** one pencil left.

or

Do you want the big doll **or** the small one?

ordinary

On an **ordinary** day, Pam plays outside after school.

other

Sarah ran and the **other** kids walked.

Pp

part

Alex shared **part** of his sandwich.

perhaps

Perhaps the sun will come out later.

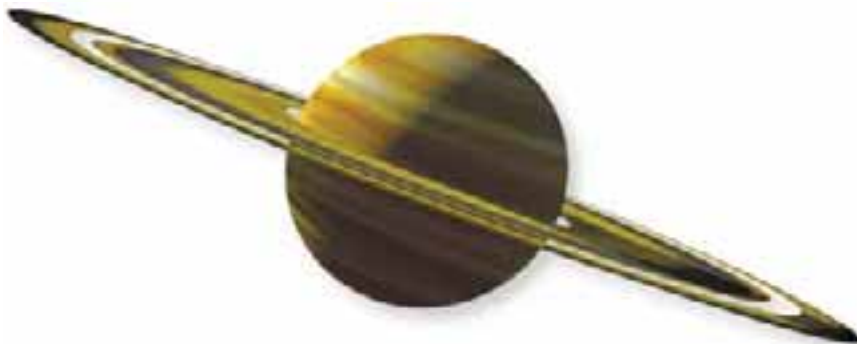
place

The beach is a fun **place**!



planet

Saturn is a **planet** with rings.



protects

A helmet **protects** your head when you are on your bike.

Rr**records**

Lenny broke all the school's **records** for attendance.

round

A wheel is **round**.

**Ss****searching**

We are **searching** for bugs in the woods.

sculpture

The artist used clay to make a **sculpture**.

senses

You use your five **senses** to taste, smell, see, hear, and touch.

should

You **should** eat a good lunch.

shout

I **shout** when I'm happy!

space

Rockets go into **space**.



structures

We made some funny **structures** from sticks.

suddenly

Suddenly the room got dark.

supposed

I am **supposed** to go to bed early.

Tt**table**

We eat together at the **table**.

**thought**

He **thought** hard when he took the test.

tiny

A kitten is **tiny**.

**toppled**

The blocks **toppled** over.

toward

He ran **toward** the store.

try

Kids **try** hard to climb the rope.



Ww

weightless

It would be fun to be **weightless** for a day.

welcoming

She opened the door with a **welcoming** smile.

wild

A **wild** animal finds its own food.

wreck

This old car is a **wreck**.

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